School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Cathedral City Elementary
Address	69-300 Converse Road Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-6032403
Principal	Brenda Santana
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/24-6/30/25
Schoolsite Council (SSC) Approval Date	10/22/24
Local Board Approval Date	12/17/24

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

The mission of Cathedral City Elementary School is to provide a highly engaging, academic, and safe environment in which we foster students strengths and encourage them to reach their full potential. Our staff, along with families and community members strive to provide inclusive and equitable learning opportunities for students to achieve excellence.

School Profile

Cathedral City Elementary School is located in Cathedral City, California within the Palm Springs Unified School District. Cathedral City Elementary School provides services for approximately 630 students in grades TK-5th grades. Cathedral City Elementary also provides the following special education programs on site: speech and language services, RSP services, and mild/moderate SDC classrooms. A special education collaboration model is utilized at CCE. Instruction within a collaborative service delivery model reflects content and performance standards and ensures access to the core curriculum for all students.

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, one Kindergarten teacher from each elementary school will meet three times each year with ECE teachers to discuss the necessary skills needed for a successful ECE to Kindergarten transition. These meetings will be held at the District Office or virtually and facilitated by the ECE Principal who shall gather input from the elementary school principals and/or Kindergarten department leads. The incoming ECE students will also have the opportunity to visit the Kindergarten classrooms. Each year, the parents of incoming kindergarten or transitional kindergarten students will have the opportunity to attend an informational Transitional Kindergarten/Kindergarten meeting at the elementary school to meet the elementary school principal and Kindergarten teachers. The parents will be provided with instructional materials and supplies to assist their students over the summer. These articulation efforts and meetings will be supported through centralized Title I funds.

The following school plan (SPSA) is generated based off of an analysis of student achievement data completed by staff and the School Site Council. The actions and expenditures are adjusted to address the needs of the students. The SPSA is reviewed and monitored in the fall and the spring.

Students are assessed utilizing probes selected from the core curriculum, STAR interim assessments, and common grade level created assessments. This data is used to target tier I instruction including small teacher-led groups and to develop/monitor tier II intervention groups.

Cathedral City Elementary School worked cooperatively with the District Office to revise this school plan. The plan is developed according to specific guidelines established by the California Department of Education and Education Code.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

X Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Cathedral City Elementary School School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results are utilized to further measure and monitor student achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The CCES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:
- Teachers: An email was sent to teachers on 08/14/23 asking for nominations for one vacancy by 8/18/23. A google form ballot was emailed to teachers on 8/18/23 with one nomination: Rosalind Orduno. Voting closed on Wednesday, August 23, 2023 at 9:00 am and Rosalind Orduno was elected. .
- Other - An email was sent to all Classified and teachers without a roster asking for nominations for one vacancy on 8/14/23 to be turned in by 8/18/23. A google form ballot was emailed to classified staff and teachers without a roster on 8/18/23 with two nominations on the ballot: Wendy Nelson and Cynthia Gutierrez with a closing date of 8/23/23. Cynthia Gutierrez won the election with 75% of the votes.
- Parent - A parent nomination google form for 2 vacancies was emailed home via Parent Square on on 8/28/23 and due on 09/01/23. Two parents were nominated to be on the ballot. Maria Trujillo and Mariana Frias were placed on the ballot that closed on 9/7/23. Both were selected to be on SSC.

2024 SSC Elections Dates and Results:
- Teachers: An email was sent to teachers on 08/19/24 asking for nominations for two vacancies by 8/22/24. A google form ballot was emailed to teachers on 8/13/24 with two nominations :Tiffany Cobb and Tracy Darrin. Voting closed on Wednesday, August 28, 2024 at 9:00 am and Tracy Darrin and Tiffany Cobb were elected.
- Other – The Classified member Cynthia Gutierrez is in her second year on her term for SSC. A vote for her was not held.
- Parent - A parent nomination google form for 3 vacancies was emailed home via Parent Square on August 23, 2024 and due on August 27, 2024 . Four parents were nominated to be on the ballot. Mariana Frias (already serving a 2 year term-not placed on the ballot), Aratzi Pineda, Lourdes Carvajal and Melanie Arellano were placed on the ballot that closed on 9/6/24. All three were selected to be on SSC.

SSC Meeting Dates and Topics:
9/13/23 - Annual training/virtual
10/05/23 - Elections results and introduction of new members, elections of Chairperson, Vice-Chairperson, & Secretary, bylaw review, School Safety Plan Review, Uniform Complaint Procedure, Parent & Family Engagement Policy and Home School Compact, End of Year 22/23 data reviewed, attendance data and strategies shared and reviewed, SPSA goals reviewed and input given for revisions, School Plan Alignment was discussed, Professional Development Plans were established, reading intervention program was reviewed for tier II, additional title I budget shared and input was given on how to spend additional money based on data, parent education opportunities shared, ELAC report shared.
01/30/24- Approval of minutes,Parent Education opportunities presented, budget/funding updates, Attendance and Star data shared, ELAC report, Title I and LCAP projections were reviewed, review progress towards SPSA actions, Panorama survey information presented
04/30/24 - Approval of minutes, review SPSA 23/24 and provide input for needs assessment, ELAC ideas and survey results from the ELAC parents were shared with SSC. SSC parents noted that they agreed with the ideas that ELAC parents shared as needs for our school. SSC reviewed draft of 24-25 SPSA actions/expenditures, They then approved of 24/25 SPSA. They provided LCAP input- presentation shared and input provided to PSUSD, ELAC/DELAC report was shared, Panorama and attendance data shared, CSI information shared.
10/22/24 Fall SSC meeting to review current data. Current data was shared for SBAC, ELPAC, Attendance. We analyzed some growth in ELA and Math. Discussion around our goals and actions. We discussed the Professional development that staff is receiving and what actions those support. We discussed all three goals and which actions fall under each goal. We discussed Title I budget and LCAP budget and new numbers were shared to ensure transparency of costs. In the spring the numbers shown for one employee were not correct due to a clerical error, this was shared and rectified. This caused a decrease in the supplies and materials purchased under LCAP funding. School Safety Plan goals from last year were shared. Parents and staff were asked for input throughout the meeting for their ideas on professional development for academic achievement as well as materials and supplies that have been purchased with Title I, LCAP or CSI funds.

ELAC Meeting Dates and Topics concerning the SPSA:
09/22/23 -Title I overview, Three way compact and Parent Engagement Policy Review and Input, ELAC training, ELAC nominations, DELAC nominations, Review of services provided for EL students, Data review of prior year data, Parent feedback google form shared, Safety Plan reviewed, PTG and other opportunities explained. Review of School Site Council roles, parent and family resources shared.
12/07/23 Election results, EL attendance data reviewed, Bylaws, Library book grant input, Review of EL services, SPSA

input for EL's, Parent feedback form for school needs, DELAC review and upcoming events/opportunities.
02/07/24 -DELAC report, EL attendance data and incentives shared, Panorama Survey, Opportunities for involvement
04/25/24 - DELAC updates, Testing updates, new opportunities for involvement, provide input for SPSA actions, CSI presentation and input provided.
9/24/24 ELAC meeting: Title I training and ELAC training, Reviewed, provided input and edited our Parent Compact and our Parent Engagement Policy based on the input given from parents. Data was shared and CCE's SPSA goals were reviewed. ELAC team discussed ideas for improvement around school needs and they provided input for the school's goals.

Site Leadership Meeting Dates and Topics concerning the SPSA:
The following meetings included relevant topics related to the SPSA actions or data:
Summer Leadership- 08/04/23 Topics discussed: Goals for the year, focus areas, PLC expectations, Assessments/Data, Instructional goals
9/22/23 - SMART Goals/IAB's expectations, Parent communication, New instructional strategies and supplemental programs (Heggerty, UDL, CBM's)
10/12/23 - Alice Training and website with lessons, Science support in planning, ELD support, Attendance data with strategies and incentives, Title I budget- needs assessment and input for additional money, Saturday PD for teachers, after school planning and collaboration opportunities, UDL Next steps and support for Tier I (academics and behavior) discussed, best first instruction practices,STAR, Professional Development opportunity on site with TOSA based on input from meeting
11/7/23 - Data discussion: Reading A-Z and other Assessments, SMART Goals, PLC's discussions around data, EL monitoring, Upcoming PD/collaboration days
12/5/23- Instructional goals, Equity goals, UDL goals, Star Data Sheet analysis, SMART goals review
1/9/24 - EL monitoring, Attendance updates on data and strategies, STAR analysis and certificates, intervention screener, Assessments coming up (STAR)
2/15/24- PLC discussion, Reading literacy grant, attendance data, SPED data/review, CSI designation and CA dashboard discussion, Intervention-tier 2 discussion, ELD, Parent communication
4/9/24 - SMART Goals/review, CSI discussion- looking ahead at needs and barriers, PD for next year, Concious Discipline PD available, Focus for next year, supplemental writing programs and ideas, re-vamping school committees to better align with SPSA goals, Intervention/Intersession, CAASPP and ELPAC updates,
5/7/24 District LCAP Survey, Input provided for bell schedules, instructional schedules, materials and supplies needed for next year, data on articulation spreadsheet, Panorama Survey Data

CSI designated meetings:
3/20/24 Initial Principal meeting with LEA designee to learn about the CSI process
4/05/24 Principal training with LEA to go over presentation that will be shared with staff and educational partners.
3/13/24 Staff Meeting: Introduce staff to concept of CSI- begin initial conversations around Dashboard results. Discussion in groups about successes, barriers and unaddressed needs in the areas of ELA, Math, ELPI, Suspensions and Chronic Absenteeism. All grade levels present to share thoughts and ideas in mixed groups.
4/10/24 Staff Meeting: CSI presentation for all, continue to add to our posters (via Padlet), staff to add resource inequities while discussing in grade level groups.
4/24/24 ELAC meeting: CSI Presentation shared with families. Input gathered from community and families.
4/30/24 SSC meeting: CSI presentation and input, LCAP input, SPSA proposal

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment Section) and the review of the California School Dashboard, Core Data, District Assessments, and Panorama Survey input, the SSC recommended the following revisions to the SPSA:
1. Continue to fund Paraprofessional II for reading intervention support.
2. Continue to fund Community Liaison to continue to support parent connections to school and support families with attendance, EL information and data, and to provide resources to help students succeed.
3. Continue to fund supervision aides to maintain student safety on the playground as well as at the gates as we welcome students to and families to school in the mornings.
4. Provide opportunities for parent nights to help parents understand academic subjects such as ELA and math. Teachers will share resources as well as concepts and strategies taught in the classrooms. This will allow parents to be a part of supporting students at home with homework. We will attempt to have monthly family nights that support academic areas. Light refreshments and childcare will be provided to help engage parents.
5. Continue to fund substitutes so that teachers can meet with parents to discuss areas of concerns with academics or behaviors.
6. Continue to fund supplemental supplies & materials to support the school-wide attendance plan in order to improve average daily attendance and decrease chronic absenteeism.
7. Continue to fund supplemental tier I instructional supplies and materials to implement Professional Development.

8. Continue to fund professional development and collaboration hourly and stipend funds to address follow-up staff training and provide collaboration time for planning.
9. Add a bilingual paraprofessional to support the district provided reading intervention teacher in tier 2 reading intervention.
10. Continue after school language development support for newcomers and/or beginners.
11. Continue to fund teacher collaboration in partnership with Solution Tree to better analyze data and plan best first instruction for students. This includes additional coaching, substitutes and additional planning time.
12. Continue to fund Spring Break intersession or Saturday schools for 3-5 grade students in preparation for SBAC testing. This program will target our subgroups in need of additional supports.
13, Fund additional mental health support for students.
15. Continue to fund supplies and materials needed in the area of SEL to continue Tier I support of students in the classroom.
16. Fund training for school counselor, community liaison, teachers and administrators to bring back ideas and resources to address student social-emotional needs, tier I and tier II programs, and school attendance.
17. Fund programs to help support families/parents with reading strategies and books for students.
18. Continue to fund and expand subscriptions for programs such as AR, Lexia, Novel Effect, Scholastic News etc.
19. Continue to fund technology upgrades as needed for classroom instruction.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the California Dashboard Data, resource inequities have been identified in ELA, Chronic Absenteeism and ELPI for all of our subgroups. In addition, our Students with Disabilities tested in the red (very low) status for Mathematics.

California dashboard data for these sub-groups from 2023-24 indicate that these groups are in the status level considered to be very low. English Learners' progress was measured in the red level with 34% of students making progress toward English Learner Proficiency. This was a decline of 11.3%. In ELA, overall we were in the red with 82.4 points below standard which was a decline of 6.6 points. In addition, all 5 subgroups scored in the red. The group of Students with Disabilities scored 184.4 points below standard, SED 82.9 points below standard, EL group scored 100.7 points below standard, homeless students scored 95.8 points below standard and our Hispanic subgroup scored 86.4 points below standard. In Mathematics, the subgroup of Students with Disabilities scored 167.7 and was the only subgroup with the red indicator status. All other subgroups had orange or yellow indicators. Therefore, the actions addressing Homeless groups and SWD groups will continue for the 2024-2025 school year. Tier II intervention in Reading will continue to be a priority. We will add an emphasis on tracking additional data for our homeless students, English Learners, and SWD. In partnership with the Special Education case carriers, we will look at data for our students with disabilities and monitor interventions for them. We will also provide time for articulation meetings- meetings that will include the general education teacher and SDC case carriers, including speech, to ensure that students are making progress toward goals by working together and providing the best instructional strategies for students to succeed. Common grade-level assessments and SMART Goals will also track and monitor Homeless, EL, and SWD groups. Intersessions and Saturday School will be planned for students in the above-named subgroups, having first priority to attend. Professional development in the area of English Learner strategies will be a priority for all teachers so that all of our English Learners receive the same strategies during ELD-integrated and designated instruction.

On the State Benchmark, Star Reading test, the Proficiency scores in 3rd-5th grade increased by 1% from winter of 22-23 to winter of 23-24 with 19.4 % of students scoring a level 3 or 4. On the State Benchmark, Star Math test, the Proficiency scores improved from 17.7% in the winter of 22-23 to 19.6% proficiency during the winter of 23-24 school year. These State Benchmark Star scores indicate a further need for improvement in both ELA and math. As a result of this data, we will do the following to help improve overall data, but will closely monitor subgroup data and prioritize those with the highest need such as our English Learners, Homeless students, and Students with Disabilities.
These inequities will be addressed in Goal 1 for through various actions.
In the area of:
- Guided Reading - Prioritize EL and Homeless students scoring in the intensive range on a common foundational reading assessment during guided reading for targeted intervention. The master schedule will continue to provide a block of time to allow SWD to have focused intervention without interfering with core instruction.
- Newcomer English Support - Newcomer after-school language development support will be provided on Wednesdays after school. If there are not enough newcomers, the support can transition to beginners.
- Professional Development & Collaboration Time - Certificated staff will collaborate with Solution Tree to analyze data and implement strategies that will increase a focus on planning lessons and differentiating for

our subgroups using data. Teachers, Literacy Coach, and Academic Coach will have a specific focus on identifying strategies, including Kagan Engagement strategies and UDL, to support SWD and EL student subgroups. Our short-cycle assessments will be selected based on STAR data and will be aligned to the California State Standards and Learning targets. These will then be reviewed and disaggregated based on our subgroups to identify continued needs. In 3rd-5th grades, Performance Tasks will be given throughout the year with the ultimate goal of students being able to complete these on their own. Teachers will continue to collaborate weekly for purposes of lesson planning to improve first instruction around the area of ELA and math. Expectations for Math LES lessons will increase from two times to three times per week. Students with disabilities will be closely monitored during these lessons, teachers will be expected to differentiate in the planning of these lessons to include ELD strategies and scaffolds to help support our struggling students. Math expectations will continue to be focused on High-impact strategies and mental math routines using our Bridges curriculum. Support will also be provided for instructional strategies to be used in teaching reading and writing during ELA- aligning it with our current adoption of Wonders. Guided Reading time will continue- UFLI will be used as a supplement for small group instruction during Guided Reading time. An emphasis on planning activities that support students in making progress in reading and writing will be supported through our Literacy Coach. ELD instructional strategies Professional Development will be provided for teachers to incorporate during their integrated ELD and Designated ELD times. Additionally, in our committees, we will work together to create expectations for common strategies to be used. Research-based strategies will be considered and selected to be implemented (ELA: Reading and Writing, Math, ELD). Our Literacy Coach and Academic coach will create resources for teachers to apply and use when planning lessons. A focus on best first instructional practices and the appropriate use of instructional minutes will be the focus. These strategies will created by a committee and will be monitored through data analysis with the leadership team and the committee.

Chronic absenteeism rates began to climb prior to the school closure, climbed during distance learning, and are slowly getting better but are still higher than we would like. This area needs to be addressed in the 2024-2025 school plan as our percentage of chronically absent students rate has increased by 9.7% to 38.9 for all students. The CA dashboard indicates that all 5 significant subgroups are in the very high level of absenteeism with the highest percentage being the students with disabilities which increased from 16.5% to 45.5%. Our Homeless subgroup increased 7.4% to 42.2% of students being chronically absent. We will focus on identifying the students in these two subgroups and ensure that we provide resources and interventions for families. They will be a focus for our school attendance plan. These inequities will be addressed through the following actions in Goal 2 of our plan:

- Funds have been allocated for the attendance committee to utilize for enrichment opportunities and supplies to motivate and encourage student attendance improvement. This focus will specifically look at the students in the Homeless and Disabilities subgroup and target those students first. Class Incentives, individual incentives for students and families,
- Our Student Success and School Success committee will meet monthly and continue to refine school-wide tier I systems of expectations and tier II plans of targeted support as well as positive reinforcements.
- Additional recognitions for attendance will be implemented. Teachers and staff will create a plan to welcome students to school. Time will be allocated for teachers to reach out to families via phone and make connections with them. Teachers will also work on setting attendance goals with students when they set academic goals. These goals will be monitored and students will be motivated by incentives.

The ELPI indicator on the CA Dashboard shows that our students declined 11.3%. This data indicates that students are not making adequate progress or maintaining a level 4. In some instances, students have declined. Through root cause analysis, it was determined that there is a need for additional writing support, additional support in preparing teachers with ELD strategies which includes technology, and parent involvement were some of the factors that contributed to this decline. This inequity will be addressed in Goal 1 through the following actions.

- Supplemental programs for writing and the supplies necessary will be purchased.
- time to monitor English Language Development progress- collaboration to analyze data and discuss ELD groups (tiering currently occurs in 1st-5th for Designated ELD).
- focus on planning and including ELD strategies during Tier 1 instruction in ELA and Math
- Professional Development plans for 2-1-2 time in collaboration with district English Learner department
- plan for classroom teachers to provide the summative ELPAC test instead of substitutes.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

This year we received 110 family surveys. Most areas were favorable with 93% or higher. When compared to schools in our district, Cathedral City Elementary scored above the district average in 3 out of 5 areas. We did see a decrease in Knowledge and Fairness of Discipline, Rules, and Norms to 89%. When breaking down the data by question in this area, one question asks if the school clearly informs students what would happen if they break school rules and 101 out of 110 responses are favorable. In responding to whether they think discipline is fair at our school, 94 out of 110 responses were favorable.

Student data showed positive increases. There was an increase of 5% in Knowledge and Fairness of Discipline, Rules, and Norms. There was also a 5% increase in the area of Grit. All other areas of the student surveys also showed a positive increase. On the staff survey, the greatest increase was also in Knowledge and Fairness of Discipline, Rules and Norms. Although there were minimal decreases, the area of Climate and Support for Academic Learning continues to be an area of strength for Cathedral City Elementary.

Data presents a few more successes this year:

During the 2024 Panorama Survey window, Cathedral City Elementary recorded 110 responses in the family survey. The results demonstrated favorable results in all five areas, with all of them scoring at 89% or higher. Our highest areas of strength were in LCAP and Climate of Support for Academic Learning. Two other areas of strength included Sense of Belonging at 93% and Safety at 93%.
Student Panorama Surveys indicated a positive increase in all areas.

2022-23 CA Dashboard indicates a Suspension rate in the orange indicator with a small increase of 1.3% to 1.7%.
2022-23 Math results indicate an overall increase of 4.3 points, putting us in the yellow indicator overall. Two subgroups were also moved into the yellow indicator status. Our SED subgroup increased 3.8 points and our Hispanic group increased 4.2 points. Staying in the orange indicator were our Homeless subgroup and our English Learner subgroup. Four out of 5 subgroups maintained or increased in the area of math. STAR assessment comparison from Winter 22-23 showed an increase from 14.7% to 19.6% during the same period for the 23-24 school year.
2022-23 Summative ELPAC results indicate that 37.97% of the 316 students tested scored at a level 3 or 4.
STAR ELA scores in 3rd-5th grade from Winter 22-23 to Winter 23-24 showed a 1% increase from 18.4% to 19.4%.

Supporting Actions:

The work with the school counselor and student success committee to develop expectations for behavior as well as lesson plans and videos to use in classrooms has helped keep our suspension rate low. In addition, books and calm corner materials have been purchased to replenish and replace items. School-wide calm corners help students have a place to regulate their emotions. In addition, the additional supervision aides out at lunch and recess monitoring students helps decrease situations in which students could potentially get into situations that could cause them to be suspended from school.

The success of technology use and integration by students and staff is supported by the action and funding put towards technology equipment and supplies. All staff was provided with working or updated laptops and document cameras. View Sonics were also purchased for all classrooms except for PE. This technology, along with newly learned strategies and programs, will all be in place for the start of next school year with continued funding dedicated to any technology device replacement that arises.

The School Community Liaison also supported the increase in parent partnerships. She frequently utilized Parent Square as a school and communicated with individuals via Parent Square, phone calls and emails. She communicated, reminded, and assisted parents with scheduling and reminding parents of meetings, interventions, conferences, etc. resulting in over 90% parent attendance rates. The site-funded School Community Liaison position will continue to be funded for next year and strategies such as the use of Parent Square, more family engagement activities such as parent information nights, childcare, and refreshments will be provided. The community liaison will continue to assist with attendance, ELAC, SSC, and Parent Teacher Group collaboration.

During the fall School Site Council meeting it was discussed that the projected amount for School Community Liaison was miscalculated in the spring. Some of the employees benefits were accidentally left off. The new projections were shared and adjustments to the LCAP budget were shared and agreed upon to cover those fringes that were not calculated in during the spring.

Professional development in ELA and Math focusing on claims, targets, teacher talk moves/math discourse, and cooperative learning have all included supports for our English Learners. Our staff received 6 days of support from district-paid substitutes to be able to collaborate with administration and site TOSA around analyzing data and planning. Twelve teachers and 2 administrators joined LETRS cohort initiatives and completed year one of the two-year program. In addition, students in need of additional support in reading foundations had an opportunity to attend Reading Intervention classes. A site Title I Intervention teacher and Paraprofessional along with a District LCAP funded Reading Interventionist have been in place this year. They have managed to monitor and work with 170 students in small groups on a daily basis. They focus on reading comprehension and reading skills. UDL Professional Development for teachers took place in October. To follow up, teachers were given opportunities to meet with their grade levels and our Academic TOSA either after school or on Saturdays to look at curriculum, data and to plan instruction. Additional supplies and materials were provided to implement these strategies into their lessons. In addition, our site and district TOSA provided a voluntary Professional Development day around Bridges workplaces. Professional development and reading intervention (para educators only-not the Certificated position) are actions that are continuing next year with an emphasis on targeting the needs of EL and Homeless students. Saturday academies for ELA, Math and Science Test Prep were provided to support students with disabilities as well as our English Learner and homeless subgroups. These same students were offered after-school tutoring for one month, two days a week.

Due to our suspension rate, it is evident that our current Playworks practices at recess are crucial. A more consistent team has been hired this year, and our Playworks coach was able to go observe other programs to implement strategies and incorporate ideas to make recess a successful period for all students. Peace Paths were also included and all recess team members were trained on the use of these. The Playworks Program will continue for the 23-24 school year with additional site-funded supervision aides. The MTSS/Student Success Committee will also continue their work from 2023-24 establishing a multi-tiered system of supports including tier I behavior expectations and supports, along with tier II interventions.

Additional PD opportunities will be made available in the area of mathematics to help support students and provide a more targeted tier 2 approach. Teachers will continue collaboration and planning sessions after school to create lesson plans that target specific needs based on data. Saturday PD and planning opportunities as well as after-school opportunities working with our site TOSA to improve mathematics practices in the classroom.

During the fall 2024 meeting with the School Site Council, new data was reviewed. CAASPP official data indicates an increase overall in grades 3-5 in ELA from 24.30% to 25.16% indicating that we are moving in the right direction with our goals and instruction. In math, the data indicates growth from the previous year as well, from 18.46% to 18.67%. ELPAC data indicates that more students were reclassified and the number of students that regressed in proficiency was reduced. In addition, it was shared that our overall attendance is up 2.28% for this same time last year. In addition, our chronic absentee rates decreased by 18.81% which is in huge part to our efforts around motivating students with individual, schoolwide and classroom incentives. In addition, teachers have been asked to make one phone call to connect with families on Wednesdays. Actions were discussed and data was shared. The data is showing that the actions are working.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Reflections: Identified Need

Academics:

ELA (current California Dashboard indicator Red) Performance gaps were evident in the 2022-23 California Dashboard. In the area of ELA, Students scored (red indicator) 82.4 points below and declined 6.6 points overall. All of our subgroups scored within the red range. The students with Disabilities subgroup scored 184.4 points below, Homeless subgroup scored 95.8 points below, SED subgroup was 82.9 points below, EL subgroup scored 100.7 points below, and Hispanic subgroup scored 86.4 points below. All subgroups showed a significant decline indicating a need in ELA. Current STAR data in Reading(State Benchmark) for Winter of 2023-24 suggests that 19.4% of our students are projected to meet or exceed standards in Reading. According to STAR Data, 90% of students designated as SWD scored less than proficient indicating a need for support in this area.

Math: Performance gaps were evident in the 2022-23 California Dashboard in the area of mathematics. Although, overall in the all-students indicator, we increased 4.3 points and moved into the yellow indicator, there is still a need to provide SWD additional support. Students with Disabilities scored 167.7 points below, causing them to be in a red status. Homeless and English Learner subgroups maintained in the orange status. Winter of 2023-24 STAR data in Mathematics suggests that 19.4% of our students are projected to meet or exceed standards in Mathematics. According to STAR Data, 92.5% of students designated as SWD scored less than proficient indicating a need for support in this area.

Mid-year common grade level SMART goal assessments provided to students indicate a need for improved tier I ELA and Math instruction and academic intervention support.

ELA - SMART goals data
K: 61/80 (21/41 ELs)- scored Strategic and Core understanding in CCSS.ELA-Literacy.RF.K.1.D Recognizing and naming all upper and lowercase letters of the alphabet.
1st: 54/89 (20/39 ELs) - scored Strategic and Core understanding in Reading. RF 1.3.G Recognizing and reading grade-appropriate irregularly spelled words.
2nd: 65/85 (21/32 ELs) scored Strategic or Core understanding in CCSS ELA RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
3rd: 60/94 (25/44 ELs) students scored in Strategic or Core understanding using the IAB assessment in RI 1 and 2
4th: 30/62 Students scored Strategic and Core understanding on FIAB for RI 1, RI 6, RI 7, RI9, W8 and W9
5th: 80/105 students (26/40 ELs) scored Strategic and Core understanding in FIAB W.9 Draw evidence from literary or informational text to support analysis, reflection and research (RI.1 inferencing)) (RI.9 integrate information from 2 or more topics and speak about them knowledgeably) Claim 4: Target 4: Research; use evidence.

Math - (mid-year) SMART Goals data
K: 59/75 - scored Strategic and Core understanding in CCSS Math Content.K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
1st: 67/89 - Scored Strategic or Core in 1.0A.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 15
2nd: 69/80 students were proficient or advanced in OA2 Fluently add and subtract within 20 using mental math strategies.
3rd: 61/99 students Scored Strategic or Core in NF 1 and NF 2 Target F Develop understanding of fractions as numbers
4th: 49/84 students scored Strategic or Core in NF. 1 Building Fractions
5th: 71/106 students scored Strategic or Core in FIAB NF 1.& 2: Add and subtract fractions with unlike denominators by replacing them with equivalent fractions and solve real-world problems.

Chronic Absenteeism (California Dashboard indicator Red) increased overall by 9.7% according to the California Dashboard data to 38.9%. This indicates that this is an area of need overall since all 5 subgroups fell in the red status level for the 2022-23 school year. Data from March 2024 indicates improvement in chronic absenteeism rates, however, most student group rates continue to report high percentages of chronically absent students. Overall, chronic absenteeism is currently at 34.0% which is over a 10% decrease from March of 2023. With increasing numbers in our Special Education program, we have 40/101 students designated in this subgroup who are chronically absent. In our SDC program, 18/37 students are chronically absent. Our homeless subgroup has 35/119 who are chronically absent. In

addition, 28 are at risk of becoming chronically absent. We will continue to monitor and create opportunities for those at risk or moderately chronic to attempt to move them into the next best band. Efforts to improve severely chronic student attendance will continue as well and will be documented. This is an area of identified need.

Suspension Rate: Our suspension rate increased in the 22-23 school year to 1.7%. During the 22-23 school year, we had a total of 230 office referrals with 12 students being suspended. Students have had difficulty reintegrating into daily school life and have needed intervention support. The increased number of office referrals supports this. For the 2023-24 school year, the suspension rate is currently at 0.9%, slightly lower than in April of 2023. The office referral data shows that we have received 142 overall office referrals this year in comparison to April 2023 when we had 198 referrals. Although there has been improvement, this continues to be an area that needs to be monitored. Supporting actions are listed below to help students adjust to school and continue to reduce behavior incidents and the suspension rate.

English Learners: Current California dashboard indicator red.

STAR ELA data (State Benchmark): data indicates that students scored 19.4% proficient during the winter of 23-24 as compared to 18.4% proficiency during the same period in 22-23. Although there was a 1% increase, this proficiency rate is still low. This still indicates a need for support in ELA.

STAR Math data (State Benchmark): data indicates that students scored 19.5% proficiency during the winter of 23-24 as compared to 14.7% during the winter of 22-23. Although there was an increase, the data still indicates a need for support in Mathematics.

Supporting Actions to support CSI status and having 3 indicators in Red on the California Dashboard- ELA, Attendance and English Learner Progress

Professional Development/collaboration: Support for teachers to plan and support students with best first-tier I instruction - ELA PD and Bridges PD will be provided by Site TOSA and Literacy Coach to support teachers in providing students the best strategies. This additional time will be on Saturdays or evenings. Professional Development and coaching will need to continue and be monitored by site TOSA, Literacy Coach, and administration with expectations being set for all grade levels. Days will be set for teachers to meet to discuss, collaborate, and analyze data for math and ELA. In addition, we will be partnering with Solution Tree to receive additional days of coaching support to analyze data, align our SMART goals, and plan the best instructional strategies to meet our student's needs. Staff will receive UDL PD/training so that all students, specifically our SWD and EL groups, are actively engaged and can access learning. Our academic coach and Literacy Coach will work collaboratively to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. Our special education staff will continue to receive targeted professional development with the general education teachers. They will continue to collaborate with general education teams to ensure that our students with disabilities subgroups are receiving the same assessments and instructional strategies as all other students. They will be provided with additional support. Our RSP teacher will collaborate with all grade levels to implement and support the strategies that are implemented in their general education classes. Additional paid collaboration time and follow-up coaching will have a specific focus on strategies for EL and SWD groups. Grade levels will disaggregate short-cycle data by SWD and EL groups to identify specific strategies that meet their needs. Collaboration with the district's English Learner Department will also help provide professional development for teachers around best instructional practices to use for English Learners.

Academic & Language Intervention/Support - The Guided Reading Intervention Program will continue to receive funding for the 2023-2024 school year to address the needs of students who have significant achievement gaps in reading foundations. This support will prioritize English Language Learners as well as students under the homeless category when targeting students for additional support. Students will be pulled during the guided reading block so that they do not miss their Tier I core instruction. RSP students will also see their RSP teacher during this block. The intervention program staff that is being funded through Title I and LCFF funds are the two paraprofessionals that will support the district-provided Reading Intervention teacher and full-time paraprofessional. There will be one Reading Intervention teacher, 2 full-time paraprofessionals, and 1 part-time paraprofessional who will work together to make up our school's Reading Intervention Program. The four adults will pull groups throughout the day based on data, they will progress monitor and keep data on the students in intervention. They will meet with teachers and admin periodically to move students out of intervention or to proceed with SSTs. Reading Intervention teachers will use UFLI supplemental curriculum to address the student's needs. They will complete diagnostics to fully understand each child's deficits. Special Education teachers will have dedicated time during guided reading to target the individualized needs of our students with disabilities without interrupting core instruction. Priority will be given to EL students for reading intervention support. Furthermore, there is an action to provide newcomers and/or beginners additional after-school weekly support on Wednesdays in language development. Additional subscriptions to Accelerated Reader, Lexia, Novel Effect, Reflex math, writing supplements, UFLI materials, and Scholastic News will be considered

and purchased to supplement our core curriculum. A focus on motivating students to read and learn to love reading will be started in our TK and Kindergarten classes via the Raising A Reader book bag program. This will include materials for families and community members to be involved in teaching students to love books and reading. We will continue expanding our Read With Me volunteer program which provides classroom volunteers to read with students and help them improve in their reading. In addition, substitute coverage will be provided for teachers to collaborate with other teachers and parents to provide support for students to make academic gains. These meetings could be formal or informal.

Suspension Rates: School-wide discipline and suspension rates will be addressed through the continued push of tier I school-wide common expectations and tier II interventions via our site Student Success Committee. This work will be led by the school counselor. Funds have been allocated to provide the counselor with additional opportunities for training. She will continue to provide training for the recess team. Certificated staff has been invited to attend a Conscious Discipline conference which will take place during the summer of 2024. Nineteen certificated staff will attend the week-long conference. This will help in creating systems and a welcoming environment. Resources and materials to support staff in implementing strategies will be purchased. Calm corners and SEL resources will continue to an expectation, students are using these in every classroom. Funds have been allocated to replenish materials needed to provide these spaces in classrooms. The counselor will continue to provide morning meeting resources, classroom lessons, and materials and resources for teachers to help students when regulating behaviors. Professional development will continue to be provided in this area as a follow up to all of the Professional Development sessions we had with our district's behavior team during the 23-24 school year. Additional money was set aside for additional tier 3 mental health resources. Currently, our site receives one day of district-provided mental health services. There is currently a need for additional time since some referrals to the district mental health provider get denied for various reasons. In addition, a Kindness room will be added. This will be a place where students can go there to collaborate on kindness activities or projects and receive additional interventions and support in the area of kindness and SEL. A kindness club will be added for after-school activities. These actions will help promote a kind and safe environment for staff and students.

Chronic Absenteeism: The attendance committee will revise their plan and include strategies and motivators to target all chronically absent students which are currently at 44%. The school community liaison will take an active role in this committee/plan and she will work on a monthly communication to go out to parents with tips, a calendar, and parent involvement opportunities. In addition, she will continue to communicate via social media platforms to engage parents and involve them in our community events. Monthly attendance challenges will be promoted to encourage students to come to school. Funds have been allocated to purchase incentives and materials. Substitutes will be provided for teachers to attend SART meetings on-site and help encourage parents to improve student attendance. Additionally, time will be provided for teachers to make personal phone calls to families to motivate them to improve their attendance. Saturday School opportunities to help improve attendance will start at the beginning of the year. Teachers will be able to sign up and provide attendance make-up days.

Additional actions necessary to support low-income students, English Learners, and homeless/foster youth include purchasing additional high-interest and multicultural books for teachers to have in their classroom libraries. In addition, additional instructional supplies for classroom teachers will be purchased such as magnetic letters, phonics games, art materials for centers, and other phonics supports for students in K-3. There will be additional opportunities offered for Saturday school and after-school intervention throughout the year. Substitute teachers may be provided to have teachers administer the ELPAC assessments in their classrooms.

A Parent Engagement committee will be formed to plan and prepare opportunities for parents. A variety of opportunities will be offered via monthly academic nights. Literacy, Math, Science, Living History Museum, and other fun academic nights will be promoted and encouraged. Teachers will provide fun activities and strategies for families to come and learn how to interact and engage in learning with their children. Food, daycare, and incentives will be provided to promote the events.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.85%	1.68%	1.72%	12	11	11
Asian	0.46%	0.31%	0.62%	3	2	4
Filipino	0.62%	0.46%	0.62%	4	3	4
Hispanic/Latino	92.60%	92.65%	91.89%	601	605	589
Pacific Islander	%	0%	%		0	
White	3.24%	3.06%	2.96%	21	20	19
Multiple/No Response	1.23%	1.84%	2.18%	8	12	14
			Total Enrollment	649	653	641

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	112	123	92
Grade 1	102	92	97
Grade 2	101	103	95
Grade3	111	106	105
Grade 4	113	113	107
Grade 5	110	116	109
Total Enrollment	649	653	641

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	330	324	300	44.10%	50.8%	46.8%
Fluent English Proficient (FEP)	80	68	56	15.70%	12.3%	8.7%
Reclassified Fluent English Proficient (RFEP)				10.7%		

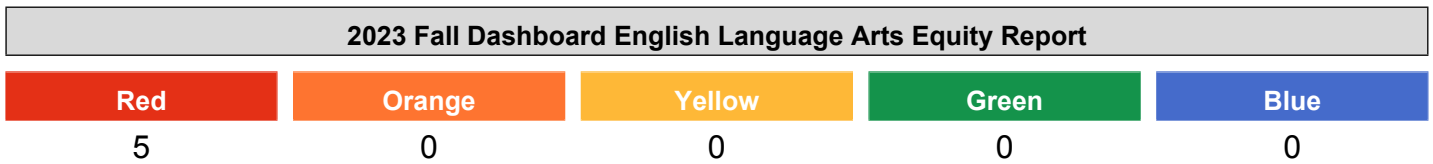# School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
653	**98.6**	**49.6**	**1.4**
Total Number of Students enrolled in Cathedral City Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	324	49.6
Foster Youth	9	1.4
Homeless	105	16.1
Socioeconomically Disadvantaged	644	98.6
Students with Disabilities	87	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.7
Asian	2	0.3
Filipino	3	0.5
Hispanic	605	92.6
Two or More Races	12	1.8
White	20	3.1

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress Red		

Conclusions based on this data:

1.

School and Student Performance Data

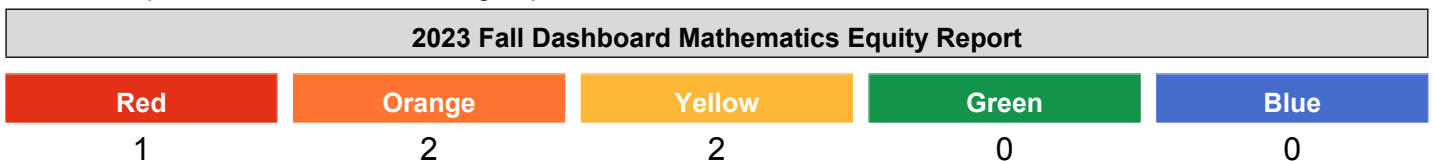## Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
82.4 points below standard	100.7 points below standard	
Decreased -6.6 points	Decreased Significantly -22.8 points	2 Students
309 Students	179 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Red	Red
95.8 points below standard	82.9 points below standard	184.4 points below standard
Decreased -3.5 points	Decreased -6.8 points	Decreased Significantly -23.3 points
49 Students	308 Students	49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
5 Students	0 Students	1 Student	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	Less than 11 Students
86.4 points below standard	6 Students	0 Students	7 Students
Decreased -8.8 points			
287 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
121.7 points below standard	12.5 points above standard	66.3 points below standard
Decreased Significantly -18.1 points	Increased Significantly +23.4 points	Increased +8.5 points
151 Students	28 Students	102 Students

Conclusions based on this data:
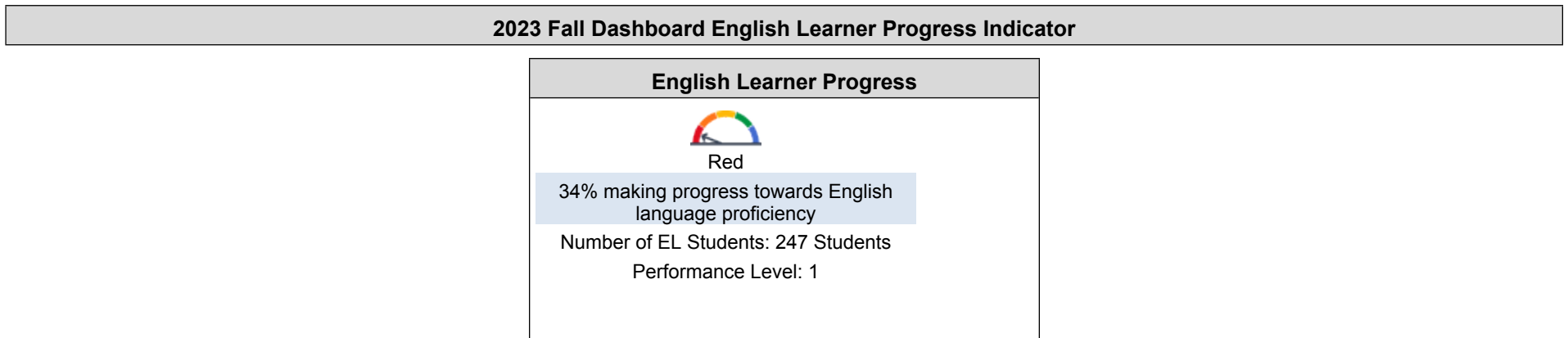
1.

School and Student Performance Data
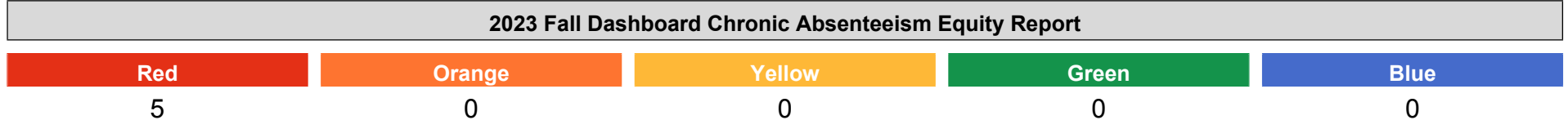
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
79.7 points below standard	89.1 points below standard	
Increased +4.3 points	Maintained -1.6 points	2 Students
310 Students	179 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Red
92.8 points below standard	80.1 points below standard	167.7 points below standard
Maintained +2.7 points	Increased +3.8 points	Decreased -5 points
50 Students	309 Students	49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 81.1 points below standard Increased +4.2 points 288 Students	Less than 11 Students 6 Students	No Performance Color 0 Students	Less than 11 Students 7 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105 points below standard	3.6 points below standard	70.8 points below standard
Increased +3.3 points	Increased Significantly +29.8 points	Increased +10.4 points
151 Students	28 Students	102 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
34% making progress towards English language proficiency
Number of EL Students: 247 Students
Performance Level: 1

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
70	93	2	82

Conclusions based on this data:

1.

School and Student Performance Data

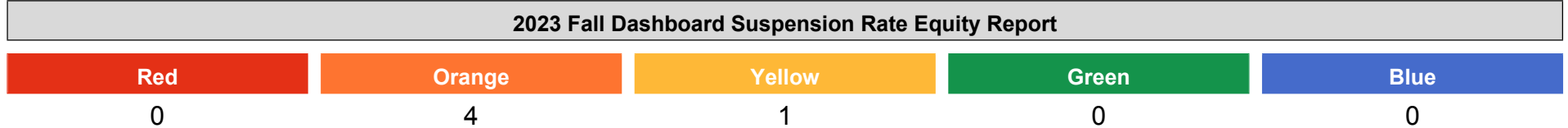## Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Red

38.9% Chronically Absent

Increased Significantly 9.7

691 Students

English Learners

Red

32.1% Chronically Absent

Increased Significantly 6.4

336 Students

Foster Youth

28.6% Chronically Absent

0

14 Students

Homeless

Red

42.2% Chronically Absent

Increased 7.4

128 Students

Socioeconomically Disadvantaged

Red

39.3% Chronically Absent

Increased Significantly 9.9

680 Students

Students with Disabilities

Red

45.5% Chronically Absent

Increased 16.5

110 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
50% Chronically Absent Increased 7.1 14 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 37.9% Chronically Absent Increased Significantly 10.1 638 Students	41.7% Chronically Absent 0 12 Students	No Performance Color 0 Students	63.6% Chronically Absent Increased 7.1 22 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

1.7% suspended at least one day

Increased 1.3

705 Students

English Learners

Yellow

0.9% suspended at least one day

Increased 0.9

338 Students

Foster Youth

0% suspended at least one day

14 Students

Homeless

Orange

1.5% suspended at least one day

Increased 1.5

134 Students

Socioeconomically Disadvantaged

Orange

1.7% suspended at least one day

Increased 1.3

693 Students

Students with Disabilities

Orange

3.5% suspended at least one day

Increased 2.5

113 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
13.3% suspended at least one day	No Performance Color	Less than 11 Students	Less than 11 Students
Increased 6.2	0 Students	2 Students	3 Students
15 Students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	0% suspended at least one day	No Performance Color	0% suspended at least one day
1.5% suspended at least one day	Maintained 0	0 Students	Maintained 0
Increased 1.2	15 Students		22 Students
648 Students			

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

CCE will increase academic achievement through best first tier I instruction and academic interventions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)
)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	72.8 points below standard	Increased +3
EL	Orange	74.9 points below standard	Increased +3
Hisp	Orange	74.6 points below standard	Increased +3
SED	Orange	73.1 points below standard	Increased +3
SWD	Orange	158.0 points below standard	Increased +3

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Red	82.4 points below standard	Decreased - 6.6 points
EL	Red	100.7 points below standard	Decreased Significantly - 22.8 points
Hisp	Red	86.4 points below standard	Decreased - 8.8 points
AA			Less than 11 Students
SED	Red	82.9 points below standard	Decreased - 6.8 points
SWD	Red	184.4 points below standard	Decreased Significantly - 23.3 points

California School Dashboard - Academic Indicator for Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	81.0 points below standard	Increased +3
EL	Yellow	84.5 points below standard	Increased +3
Hisp	Yellow	82.2 points below standard	Increased +3
SED	Yellow	80.9 points below standard	Increased +3
SWD	Orange	159.7 points below standard	Increased +3

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	79.7 points below standard	Increased +4.3 points
EL	Orange	89.1 points below standard	Maintained - 1.6 points
Hisp	Yellow	81.1 points below standard	Increased +4.2 points

Metric/Indicator	Expected Outcomes	Actual Outcomes

		AA			Less than 11 Students

Metric/Indicator	Expected Outcomes	Actual Outcomes
		AA — Less than 11 Students

Group	Color	DFS/Change
AA	(gauge)	Less than 11 Students
SED	Yellow	80.1 points below standard — Increased +3.8 points
SWD	Red	167.7 points below standard — Decreased -5 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 20%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 18.42%
California School Dashboard – English Learner Progress Indicator (ELPI)	(see table below)	(see table below)

Expected Outcomes (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	34%	

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 14.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate- 4.3%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 36% met/exceeded	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 19.38% met/exceeded
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development Opportunities: The district will provide High Impact Math Training and Kagan Cooperative Learning training. Teachers will be provided with a professional development stipend for ELA and Math training and planning at the beginning of the school year and during the school year as well as throughout the year as needed. The training will be focused on best first instructional strategies using core curriculum targeting priority standards and support strategies for our English Learners and Students With Disabilities. Each grade level will be provided with paid additional collaboration to design and plan lesson sequences with a specific focus on effective strategies for our SWD and EL student groups. Additional paid collaboration time will also focus on math instruction and short cycle assessments disaggregating data by SWD and EL groups in order to specify strategies to target the needs of these groups. Materials will be provided for teachers to implement the new strategies learned. These include books, Kagan supplies, materials for engagement etc. An additional day of voluntary training will be	Teachers had the opportunity to attend various Professional Development opportunities. They attended High Impact math training, UDL training, Bridges PD, and follow-up put on by our district TOSA's. At the beginning of the year, 29 teachers were paid additional time to collaborate around student data and plan lessons to meet the needs of students focusing on strategies around English Learners and Students with Disabilities. Throughout the year, Saturday PD's and after-school collaborations were planned for 33 teachers, and grade levels were provided time to work collaboratively and create SMART goals and assessments, plan effective strategies/lessons, and share data. Supplies and materials for teachers to use in the classroom were provided. These include writing journals, chart paper, markers, magnetic whiteboards, magnetic letters, phonics supplies for centers, writing materials, UFLI supplement for Kindergarten, ELMO's, projectors, and intervention classroom supplies, to be used during guided reading and mental math practices. Four days of	Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries LCFF 6000 Fringes - PD stipend for teacher training 3000-3999: Employee Benefits LCFF 1523 Salary - Teacher Extra Duty for additional paid collaboration time 1000-1999: Certificated Personnel Salaries LCFF 7000 Fringes - Teacher Extra Duty for additional paid collaboration time 3000-3999: Employee Benefits LCFF 1600 Teacher extra duty- salary 1000-1999: Certificated Personnel Salaries Title I 25000 Fringes- PD Stipend for Teacher Training 3000-3999: Employee Benefits Title I 6510	Salary - PD stipend for teacher trainings 1000-1999: Certificated Personnel Salaries LCFF 10530 Fringes - PD stipend for teacher training 3000-3999: Employee Benefits LCFF 2640 Salary - Teacher Extra Duty for additional paid collaboration time 1000-1999: Certificated Personnel Salaries LCFF 891 Fringes - Teacher Extra Duty for additional paid collaboration time 3000-3999: Employee Benefits LCFF 223 Teacher extra duty- salary 1000-1999: Certificated Personnel Salaries Title I 7626 Fringes- PD Stipend for Teacher Training 3000-3999: Employee Benefits Title I 1912

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provided by the site TOSA to give teachers strategies for incorporating UDL into Science, ELA and Math. Additionally, supports and strategies will be provided for Guided Reading groups and Mental Math routines. Additional supplies will be purchased so that teachers have materials to implement the new strategies.This will include materials needed to create small group activities, work places for math, etc such as laminating, cardstock, markers, whiteboards, etc. Opportunities for tutoring, intersession or Saturday school specifically for Foster and Homeless, students with disabilities and English Learners will be available throughout the year based on data.	Saturday schools were provided for students to receive intervention services. After spring break, we had 2 teachers in each 3rd-5th grade teachers provide intervention (ELA and Math classes) after school for students. Invitations for students with disabilities, English Learners, and Homeless students were a priority.	Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA, guided reading and social studies/science instruction 4000-4999: Books And Supplies Title I 13082	Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA, guided reading and social studies/science instruction 4000-4999: Books And Supplies Title I 20871
Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Foster or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction.	One full-time certificated teacher and one 6-hour paraprofessional worked with the district-provided intervention staff to support students in reading. Throughout the year, data was gathered as students were assessed. Meetings between intervention teachers took place, groups were modified and students received small group instruction by way of four adults. Two certificated teachers and two paraprofessionals collaborated to see 160 students at a time. As students were assessed, they were entered into the program, taught skills to close the gaps, and then	.75 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 96148 .75 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 25489 .25 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 32049	.75 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries Title I 100474 .75 Intervention Teacher Fringes 3000-3999: Employee Benefits Title I 30170 .25 Intervention Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF 33491

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	reevaluated every few weeks to monitor progress. Students were exited from the program as they approached or met their targets.	.25 Intervention Teacher Fringes 3000-3999: Employee Benefits LCFF 8490	.25 Intervention Teacher Fringes 3000-3999: Employee Benefits LCFF 12599
		1 six hour paraprofessional for guided reading and ELD support- salary 2000-2999: Classified Personnel Salaries LCFF 35413	1 six hour paraprofessional for guided reading and ELD support- salary 2000-2999: Classified Personnel Salaries LCFF 37007
		1 six hour paraprofessional for guided reading and ELD support- fringes 3000-3999: Employee Benefits LCFF 21835	1 six hour paraprofessional for guided reading and ELD support- fringes 3000-3999: Employee Benefits LCFF 26298
Licenses and subscriptions for support programs such as Accelerated Reader, Scholastic news, novel effect etc.	Novel Effect was purchased for the entire staff to use. Accelerated Reader for 4-5th grades was purchased. Accelerated Reader was monitored by the classroom teachers and librarian. Close to 1,000 quizzes were passed by the students in 4th and 5th grade.	Accelerated Reader program for 2nd-5th grade; Novel Effect 5000-5999: Services And Other Operating Expenditures Title I 4000	Accelerated Reader program for 2nd-5th grade; Novel Effect 5000-5999: Services And Other Operating Expenditures Title I 2070
Supplemental instructional and technology supplies and equipment will be available for tier I instruction including but not limited to: Learning Dynamics, Wonders and Bridges curricular supplemental supplies, student headphones, teacher devices, document cameras, replacement bulbs, adaptors and other technology items, classroom printers, ELMO's and insurance.	Headphones, printers, document cameras, ELMO's, and other classroom technology, teacher Macbooks, and insurance were purchased. Supplies and materials for classrooms such as books from Scholastic and materials to help with engagement and encourage students to be motivated to learn such as awards and incentives were purchased. Workstation supplies, and guided reading	Classroom printers, document cameras, student headphones, other supplemental supplies for tier I instruction in ELA/Math and/or tutoring/intersession supplies 4000-4999: Books And Supplies LCFF 15011	Classroom printers, document cameras, student headphones, other supplemental supplies for tier I instruction in ELA/Math and/or tutoring/intersession supplies 4000-4999: Books And Supplies LCFF 3855
		Teacher Classroom Macbooks/Equipment	Teacher Classroom Macbooks/Equipment

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	activity supplies that include cardstock, laminating, cutouts, game pieces, etc. were purchased and provided for teachers. Magnetic letters, counters, magnetic writing templates, journals for Social Emotional Learning, class games, and Materials for Reading A-Z such as cardstock, paper, binders, dividers, etc were purchased to provide teachers the supplemental materials to track student progress. Bags were purchased for kindergarteners to carry books and communications back and forth between school and home. Novel Effect program was purchased for teachers to engage students with a variety of Read Alouds in the classroom.	4000-4999: Books And Supplies LCFF 7000 Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 800 Licensing for Microsoft Office for Teacher Classroom Macbooks 5000-5999: Services And Other Operating Expenditures LCFF 500	4000-4999: Books And Supplies LCFF 4448.72 Teacher Classroom Macbook Insurance 5000-5999: Services And Other Operating Expenditures LCFF 525 Licensing for Microsoft Office for Teacher Classroom Macbooks 5000-5999: Services And Other Operating Expenditures LCFF 0
Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies.	Enrichment opportunities such as Cooking, Moxie Box Art, Ukulele, dance, tools for tomorrow, and piano class started last fall and have rotated by trimester. Fifth grade participated in the McCallum project. Think Together maintained attendance of over 100 students all year.	No additional cost to the school site. The school parent group (PTG) assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities. 0	No additional cost to the school site. The school parent group (PTG) assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities. 0
Before or After School tutoring will be provided for at-risk students based on CAASPP and/or	After school tutoring was provided via the Expanded Learning Program throughout the year.	SES tutoring is funded by the district/Newcomer support	SES tutoring is funded by the district/Newcomer support

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
common assessment results. SES will be provided through the district for 3rd-5th graders. English Language newcomers and/or beginners will be provided with language development support on Wednesdays after school.	Newcomer classes were started and successful all year. Over 30 students attended on Wednesdays.	covered by full time classified paras None Specified None Specified 0	covered by full time classified paras None Specified None Specified 0

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

High Impact Math Professional Development was provided this year for all of our grade levels. Substitute teachers were provided for teachers to collaborate and work with our site TOSA and administrators to create goals and plan lessons around their goals. They were supported in the classroom by the TOSA and administrator. An expectation for weekly planning with our TOSA was implemented along with expectations for teaching High Impact mental math and LES lessons. Through our discussions with educational partners, it was indicated that this expectation has been proven successful since students are being exposed to using the vocabulary and language that will be used on the CAASPP Performance Tasks. This was also indicated through our internal monitoring of Grade-level discussions around our SMART goals in math.

Universal Design Learning training took place this year in October for all of our teachers. Throughout the year, grade-level teams selected one or two specific strategies to implement in their classrooms. A UDL early adopters committee was formed. A UDL plan and commitments were created and shared in grade levels along with expectations. Follow-up walk-through feedback was provided.

Teachers worked collaboratively throughout the year on various days to identify essential standards in both ELA and Math and to create lesson plans and discuss teaching strategies for best first instruction practices. Lessons were centered around Wonders and Bridges curriculum with a focus on differentiating to meet student needs. They shared strategies, reflected, and took away new ideas from each other. In their lessons, they were to include ways to support students with disabilities as well as specific English Learner strategies. In addition, SMART goal assessments were created to align with the standards, and STAR grade-level data and SBAC data were analyzed. Internal Grade-level SMART goals were created to align with essential standards. These were analyzed and were successful because teams were able to disaggregate data based on EL's and SWD status to identify specific strategies to target their instruction and provide extra support for students in these categories.

A variety of supplies and materials were purchased for classrooms. These materials include specific resources for reading instruction, phonics, centers, math curriculum supports, and many other instructional supplies. Per our discussions with educational partners, it was determined that these resources were deemed very valuable in integrating new programs, as an example for LETRS and around the work with Science of Reading. Materials purchased were used to provide additional daily support in guided reading centers. Students reading was monitored via Reading A-Z running records as well as a phonics screener and STAR data, which identified whether students were making individual growth.

A full-time Intervention teacher and 6 hour per day paraeducator were provided to meet the needs of our struggling readers. They implemented the UFLI program which was followed with fidelity. First-Fifth grade students in intervention during their classroom guided reading times for 30 minutes. The intervention team serviced between 150-180 students per day and monitored student growth weekly. It was the expectation for the intervention team to assess, collect data, monitor student progress and meet with teachers and admin monthly to provide progress monitoring information. This information is also shared with teachers and parents. Per our discussions with parents and other educational partners, this data collection was deemed valuable and successful in moving students out of

intervention programs throughout the year. This data and information was also shared with SST team as they all worked collaboratively with teachers to provide support for students. STAR results and CBM results were compared and used to make decisions about providing intervention for students. In addition, the team kept data and provided materials for students at their levels for their classroom teachers and for homework. They provided updates to be shared with parents during parent-teacher conferences. A schedule was provided so that students could be pulled during guided reading time from their classrooms so as to not interrupt academic tier I instruction.

Books were provided for classrooms to support Social Emotional Learning and Kindness as part of the School Wide Calming Corner initiative. Books to support diversity initiatives were also provided for classrooms. Books were purchased for our book vending machine which students are able to earn as incentives for a variety of things. Materials to replace damaged or old calm corner supplies were also purchased and provided to support students' behavioral and social-emotional needs. Through our needs assessment discussions, educational partners noted that the use of Calm Corners helped students regulate their emotions and not have the need to leave class. This was deemed to be a successful practice by our educational partners in reducing our suspension rate and reducing our office referrals.

Materials and supplies to supplement the current curriculum Wonders and Bridges were purchased. These materials included basic supplies such as chart paper, whiteboards, markers, crayons, paper, pencils, etc. Student headphones, teacher replacement computers, and classroom printers were purchased as replacements for broken or old technology.

Several grade levels were able to attend field trips that related to academics. Some examples are: the Indian Canyons trip, Living Desert, Children's Discovery Museum, Palm Springs Air Museum, and Sea World. Our after-school Think Together program has stayed at above 100 students all year long.
In addition, several after-school enrichment opportunities such as cooking, art, Tools for Tomorrow, Breakdancing, Ballroom dancing, Robotics, Drone Soccer, and Lego club to name a few.

After-school tutoring was provided this year through the Expanded Learning Department and through site funds. Several teachers provided after-school tutoring. Art, cooking, and music programs were provided after school. Saturday school was offered four times this year with an intentional focus on supporting students with disabilities, homeless, and English Learner students. An average of 50 students attended Saturday schools. In addition, after-school tutoring centering around test preparation took place for four weeks after spring break. Since our English Language Learners group showed a decline of 11.3% in language proficiency, these students became the targeted students for this tutoring along with students with disabilities and Homeless students who were in the red indicator for ELA and math subgroups. This was an additional opportunity to prepare for our upcoming CAASPP assessment. This invitation was targeted based on students' current assessment data. Additionally, our Newcomer students have a Wednesday afternoon class every week to improve their speaking, reading, writing, and listening. Lessons are planned with ELD strategies and are provided by staff who work full time, therefore funding was not necessary to pay extra duty. Students were invited based on their STAR data and Reading A-Z levels. This tutoring program is monitored by attendance and STAR test results, and per our parent discussion, it is crucial to helping students practice strategies that help them increase test scores.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the lack of substitutes and the need to pay for middle-of-the-year raises, funds were transferred to provide more opportunities for teacher collaboration on Saturdays and after school hours. Due to the lack of interest in Spring intersession, funds were used to provide more collaboration and after-school tutoring, targeting students who were in need of support in Reading and Mathematics. Due to pay increases for the reading intervention teacher and paraprofessional, funds had to be shifted from supplies and materials funds to cover the pay increases.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the number of students who are far from standard in ELA, we will continue to offer four adults to support groups. However, there will be a shift from a certificated teacher to a Bilingual Paraprofessional. In addition, we will add an hour to the current 6-hour paraprofessional II to make her 7 hours. The reading intervention support will continue to be offered. After-school tutoring and intervention will continue to be provided. Intersessions and Saturday school will continue to be options. Due to the decline in our ELPI results, we will continue to fund teacher collaboration and professional development opportunities in the area of English Learner strategies. All of these actions will continue to provide support for teachers and students in Goal 1 of the Planned Strategies/Actions section. Due to the ELA overall decline in all subgroups and the math decline in our SWD subgroup, a partnership with Solution Tree will include professional development and collaboration around PLC's, planning and data analysis throughout the next school year. Additionally, an action for articulation time between our RSP teacher and our general education teachers to specifically target support for students with disabilities will be created.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey	Parent Participation in Stakeholder Input Processes-110 responses to Panorama Survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98% African American (AA) - not reported	Sense of Belonging (School Connectedness) 93%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported	Climate and support for academic learning 95%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 90%	Parent conferences were attended by 91% of our parents.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate.	The school's Parent Community Liaison plays a large role at our school site since approximately 60% of our families are Spanish-speaking only. She communicates with families regarding attendance, meetings, conferences, etc. Since the pandemic, many of our families communicated via Parent Square. This is the main communication tool that is used school-wide. She is a part of the Attendance committee and works on creating events to encourage students to attend school daily. She helps students who are in need by working with the community to gather donations for families and students. The school community liaison supports parent involvement for parent-teacher conferences, family events, SST and IEP meetings. This year, the parent participation rate in person has exceeded 90%.	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 51772 Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 36720	Parent Community Liaison - Salary 2000-2999: Classified Personnel Salaries LCFF 55264 Parent Community Liaison - Fringes 3000-3999: Employee Benefits LCFF 38016
CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. Materials and supplies will be provided for parents to work with students at home during long breaks.	CCE held several family math nights throughout the year. Our annual CCE Summer Fun Night for families will be held on May 23rd. Parents will be invited to come and create a kit for games and activities. All materials for a variety of games are provided along with books for students to take home	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1200 Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement	Teacher Extra Duty - Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000 Teacher Extra Duty - Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	and writing materials. Teachers are paid to stay and help teach families how to play the games. In addition, SMORE was purchased for communication with families and to keep them in the know of all of our activities. We will use SMORE to communicate attendance updates, event updates etc. We also purchased bilingual book kits from Scholastic to begin a book bag program that will allow students to take books home, read them with their families and will include strategies and comprehension questions for family members to ask students. Books are engaging and interesting for students.	423 Parent supplies for training 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1453	252 Parent supplies for training 4000-4999: Books And Supplies Title I Part A: Parent Involvement 4015
Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	Regular parent meetings were held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. They were held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home.	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans. 5700-5799: Transfers Of Direct Costs LCFF 2500	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans. 5700-5799: Transfers Of Direct Costs LCFF 1666
Cathedral City Elementary will utilize community volunteers for events and academic programs such as BookPals, Read With Me, Read Across America Day, International Walk to School Day, and Family Recess Day.	Our Read With Me Volunteer program continues to grow. This year, we had over 80 volunteers who volunteered their time at least once per week and helped to support students with reading in the classrooms.	No additional cost to the school. Parent community liaison and librarian will assist with coordination. 0	No additional cost to the school. Parent community liaison and librarian will assist with coordination. 0
Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in	Parent Teacher Group met in person and on Zoom all year. We held over 8 meetings. They	No additional cost to the site's categorical budget.	No additional cost to the site's categorical budget.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.	fundraised for students to attend field trips, to buy classroom supplies and to help with incentives. They held a variety of events including festivals and movie nights.	0	0

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent Community Liaison plays a large role at our school site since approximately 60% of our families are Spanish-speaking only. She communicates with families regarding attendance, meetings, conferences, etc. Class Dojo has been the main communication tool used school-wide. Our Community Liaison is a part of the Attendance committee and works on creating events to encourage students to attend school daily. She helps students who are in need by working with the community to gather donations for families and students. The school community liaison supports parent involvement for SST and IEP meetings. This year, the parent participation rate in person and on Zoom has exceeded 90%. Through our discussions with our parents and other educational partners, it has been shared that the communication between our community liaison and parents makes the parents feel welcome and invited to come on-site and ask for support with new initiatives or support with technology.

Smore Communications was purchased this year and has facilitated the process of getting information to our families this year. Information about our school, attendance, and upcoming events was shared via the newsletter as well.

SARB meetings were held throughout the school year. Information regarding attendance is shared. We have a 90% attendance rate for SARB meetings and we are looking to continue those meetings to educate more parents on the importance of attending school daily. According to teachers, during our discussions, it was shared that they see positive improvements after attending SARB meetings.

Options for in-person or Zoom were provided for SSC, ELAC, and PTG. In May, we will be hosting our annual Summer Fun Night for families where teachers will teach families how to play games and practice skills over the summer. Materials and supplies are provided for them to take home. All activities are provided. These materials include take-home games, books, crayons, markers, paper, and other materials. All of these will be provided for parents and families to work with during the summer break. This is successful because teachers provide instruction to parents who are able to help students play games during the summer and encourage them to practice their skills. Parents share that they are not sure how to help students out at home, but these games and instructions provide them with a starting point. Parents have requested more opportunities like this throughout the year.

SSC will hold 4 meetings this year. ELAC has held 6 meetings this year on Zoom and in person. PTG has held 8 meetings this year on Zoom as well as in person. SST's were provided monthly. Title I meeting was held on Zoom early on in the school year. Parent-teacher conferences were well attended in the fall and in the spring.

Our Read With Me Volunteer Program has continued to expand. In all, 94% of the students at CCE have access to a volunteer in their classroom. Books were donated by the Read With Me organization. Books were given out to students monthly as well as during long breaks. This program is a success due to the support of all of our educational partners. Staff and teachers collaborate with our community partners to provide students with the best strategies and support daily.

This year we hosted our Fall Festival and are going to host our International festival on May 3rd. Our festivals create a time when families can talk to teachers and staff. They work together to create fun and engaging events. Parents have indicated that the festivals are special to them and their children. Parent participation at festivals is always high. CCE also participated in the International Walk to School Day in October with over 150 students walking to school with their families that day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year we decided to purchase Scholastic book bags with grab and go books and activities to share with families. These bags were purchased as a trial for TK, K, and 1st grade students. This expense had not previously been allocated for. Since our event in May for Summer Fun Night was a huge success last year, we ended up allocating more money for teachers to work more stations and needed to buy more supplies for families. The only other big difference is the pay increase in our community liaison.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the current goals. No new goals were added. Parent Community Liaison has been key in communicating with families and helping families stay connected to our school. She now communicates with families via Parent Square and SMORE (monthly) and has been instrumental in attaining over 90% parent participation for parent-teacher conferences, SST meetings, and IEP meetings. Additional funds will be allocated to pay teachers for planning and facilitating additional family nights around other academic areas of need such as literacy topics, math, Science and English Language Learner data and strategies. Other fun nights to encourage family participation will be planned with our Parent Teacher group and could include fitness nights, parenting classes, SEL strategies, college and career readiness programs, technology nights, game nights, etc. Additional funds will also be allocated for food and childcare to motivate more parents to attend our evening events.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

CCE students will be provided a positive, safe, and healthy learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) -95.32%

Student Attendance Rates
All Students (ALL) -91.85%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Orange	28.7%	Declined -0.5
EL	Orange	25.2%	Declined -0.5
Hisp	Orange	27.3%	Declined -0.5
AA	No Performance Color		
SED	Orange	28.8%	Declined -0.5
SWD	Orange	28.5%	Declined -0.5

St. Group	Color	DFS/Percentage	Change
All	Red	38.9% Chronically Absent	Increased Significantly 9.7
EL	Red	32.1% Chronically Absent	Increased Significantly 6.4
Hisp	Red	37.9% Chronically Absent	Increased Significantly 10.1
AA		50% Chronically Absent	Increased 7.1
SED	Red	39.3% Chronically Absent	Increased Significantly 9.9
SWD	Red	45.5% Chronically Absent	Increased 16.5

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

St. Group	Color	DFS/Percentage	Change
All	Blue	.2	Maintained 0
EL	Blue	.2	Maintained 0

St. Group	Color	DFS/Percentage	Change
All	Orange	1.7% suspended at least one day	Increased 1.3

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Blue	.2	Maintained 0	EL	Yellow	0.9% suspended at least one day	Increased 0.9
	AA	No Performance Color			Hisp	Orange	1.5% suspended at least one day	Increased 1.2
	SED	Blue	.2	Maintained 0	AA		13.3% suspended at least one day	Increased 6.2
	SWD	Green	.2	Maintained 0.2	SED	Orange	1.7% suspended at least one day	Increased 1.3
					SWD	Orange	3.5% suspended at least one day	Increased 2.5

Metric/Indicator	Expected Outcomes	Actual Outcomes
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0	Dashboard data for 22-23 school year indicates a 0% expulsion rate.
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - Not reported	Winter 23-24 Panorama survey results indicate 71% favorable, up 1% from last school year.
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 70% English Learner (EL) - 70% Hispanic (Hisp) - 70% African American (AA) - Not reported	Winter 23-24 Panorama survey resutls indicate 58% favorable resutls, up 1% from last school year.
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2022-2023 school year. In addition, the Student Success committee will continue monitoring data and looking at imprvoements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety.	Tier I schoolwide behavior expectations were established through our Student Success Committee. CCE PRIDE expectations matrix, school rules, flowchart, and office discipline referral were rolled out this year. Tier I support from the counselor in the form of morning meetings continued to be updated and shared with all teachers. Tier II systems have been established and students have been identified. Counselor attended ASCA National Conference as Professional Development was paid for through the student services department She attended events provided through RCOE that were free and virtual. Reading Intervention teacher attended Passport to Literacy conferences to support parents, students, and teachers.	Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees 5000-5999: Services And Other Operating Expenditures Title I 2500	Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs- conference fees 5000-5999: Services And Other Operating Expenditures Title I 225
CCE will increase daily attendance and decrease chronic absenteeism by targeting the "moderately chronic" student group through interest surveys, mentoring, and preferred planned monthly activities. The school community liaison (funded under goal 2) will also assist with this strategy by calling and meeting with parents of	CCE continued to monitor attendance this year via phone calls. The attendance committee met and restructured the attendance plan creating monthly attendance goals and incentives for students. Pencils were given to students for perfect attendance throughout the year. Competitions for attendance were created, goals	Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 3000	Attendance plan supplies will be purchased to motivate attendance improvement 4000-4999: Books And Supplies LCFF 1062

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
chronically absent students and monitoring the weekly district-mailed letters.	were established and prizes were secured for improvements. Classroom magnets for class-perfect attendance were provided. The School Community liaison planned monthly search and find activities before school for students to find prizes.		
Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict.	Cathedral City Elementary has an established Playworks Recess Coach to implement the Playworks recess program. This program includes class game time and structured activities during recess. Training was provided for Supervision Aides at the beginning of the year to help with restorative conflict resolution on the playground. Peace Paths were added to the playground as a strategy to resolve conflict. Supervision aides and coach met with administrators and counselor to discuss Tier II students and to provide ways in which they could help students who are dealing with conflict or behavior issues.	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries 2000-2999: Classified Personnel Salaries LCFF 21099	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries 2000-2999: Classified Personnel Salaries LCFF 22465
		Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 5783	Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes 3000-3999: Employee Benefits LCFF 6781
Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in Bully Prevention Week (October) and Great Kindness Challenge Week (January). The counselor will	Several spirit weeks and activities were provided for students to participate in. Bully Prevention week, great kindness challenge were just two examples of the spirit weeks. Calm corners continue to be provided in classrooms. SEL Materials such as journals, books and fidgets are being replenished for classrooms.	Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL. 4000-4999: Books And Supplies LCFF	Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL. 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
continue to provide resources for restorative practices. Self-regulation strategies will be provided for all classrooms with a calming corner resource as well as books and supplies to encourage students to use this resource.		2000	798

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CCE has implemented Tier I programs this year to help support all of our students. We began the year with the previously implemented CCE PRIDE behavior expectations. Lessons, videos, and clear expectations, along with a new PRIDE ticket for rewards have been implemented and reinforced. Common school rules, behavior matrices and flowcharts of interventions, as well as a discipline office referral form were created by the MTSS team and shared.

Red Ribbon Week, Second Step Bullying, Suicide Prevention, and Substance Abuse Prevention have been taught. The school counselor delivers lessons and has created morning meeting slides for all grades for every single school day. Tier II intervention systems were also agreed upon by staff to help promote student safety. Staff and teachers received training on restorative circles and behavior support strategies such as Peace Path. Tier II (Behavior Specialist, Counselor, Principal, Assistant Principal, Psychologist, teachers) team meets every month and has kept consistent data on students classified as Tier II who need additional support. Parents as well as educational partners have shared that spirit weeks and morning meeting slides/lessons are crucial in providing students a routine for sharing their feelings and ensuring that they are meeting students needs.

CCE's most current attendance report indicates an average of 91.38% attendance rate. Phone calls are made electronically, and in addition, personal phone calls are made by the attendance clerk daily to help monitor absences. Random days are selected to give out rewards for students who are present. Monthly activities are promoted to encourage students to attend school. These activities with administrators have been popular and students earn attendance to the activities by attending all month with only 0-1 absences. Perfect attendance pencils are given out monthly. Certificates for improvement are given out every trimester as well. Throughout the year, students receive additional incentives for attendance pencils, erasers, and other school supplies. It has been shared by our educational partners that students are excited to attend school due to the rewards, including our newly implemented perfect attendance door magnet program.

The Playworks program during recess includes our recess coach and supervision aides. A majority of the supervision aides are trained Playworks. Our coach promotes health and wellness daily via their pep talks and he teaches students how to properly play games during class game time.

All teachers follow a daily schedule and have SEL time included in their daily schedule. Teachers use Second Step Bullying curriculum as well as Morning Meetings which are created by the school counselor and tie kindness, bullying, and diversity monthly celebrations. Students get the opportunity to discuss subjects in a safe environment. Our counselor gets referrals from teachers and staff and uses the information to help students resolve conflict or to mediate situations. She also sees students for groups to work on social skills, grief, friendships, and behavior. Calming corners are included in each classroom and replenished for supplies when needed. Teachers have provided students with clear expectations and resources while at the calm corners. Students know the expectations and some students use the calm corner daily. Through our conversations with our education partners, it was noted that Calm Corners and morning meetings were two of the most widely used daily strategies that teachers have used to help decrease behavior referrals.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Supervision aide salary and fringes were different than what was allotted for in last years plans due to the pay increases. Funds were transferred from the supplies fund to cover the salary and fringes increase. The opportunity to attend conferences did not arise and only one teacher went to a conference this year. Those funds were used to cover materials and supplies in other goals. Some attendance incentives were donated through community members and therefore the entire alloted amount was not used. Those funds were used for other academic supplies and materials. .

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the current goals. In addition to our current goals, since our attendance goal did not improve and we are still in the red indicator on the dashboard for all students, additional funds will be added to the attendance incentives. A focus on attendance will continue. Additional days to have substitutes for parent meetings such as SARB and SART at the school level will be added. The attendance committee will meet monthly to come up with creative ideas to encourage students to attend school regularly and include home visits to help with chronic absenteeism issues. No tardy parties will be held randomly to encourage students to arrive on time. In addition, an action to increase Mental Health services will be added to support students with regulating their behaviors and dealing with at-home issues that prevent them from learning and focusing. The need for Social Emotional Learning continues as students are still adjusting to school. Positive behavior incentives will continue through our PRIDE store monthly. Additional actions around attending Professional Development for Conscious Education will be added. School Counselor, administrators, and staff will be invited to attend training and conferences to stay current on topics and training to support students' needs. Supplies and materials to support students in SEL and books/resources from the conferences or Professional Development opportunities will be purchased. Should there be a need to add additional supervision time to our current positions, that data will be reviewed in the fall. For now, the district has continued to fund a full-time PE paraprofessional/recess coach to help supplement in supervision.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

CCE will increase academic achievement through best first tier I instruction and academic interventions.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

Current dashboard data for our all students group in English Language Arts, Chronic Absenteeism and ELPI indicates a Red status level. Due to the majority of the 5 categories measured indicating a red status level, our school has been identified as a Comprehensive Support Improvement school.

1. The 2022-23 California Dashboard indicates overall school performance in ELA falls in the red indicator. In ELA, the all students category and 5 subcategories fell in the red indicator. All students and all subgroups had a decline of 3.5 points or more. This indicates a need for continued improvement in both first instruction and intervention supports in both subjects. This area contributed to our CSI designation.

2. The 2022-23 California Dashboard indicates that our Students with Disabilities subgroup continued to show a decline in mathematics. Our EL and Homeless subgroup was able to maintain in the orange indicator. This indicates a continued need to support our Special Education teachers in data analyzing and planning.

3. ELPI results show an 11.3% decline in students making progress towards English language proficiency on their ELPAC results. This area indicates a red status level, contributing to our CSI designation and thus an area of need.

4. For the 2021-22 school year, our reclassification rate was 8.3%. For the 2022-23 school year, that reclassification rate decreased by 4% to 4.3% indicating a need to provide professional development and a focus on planning to meet students needs in all subject areas with language development.

5. Only 18.42% of our 5th grade students performed at the Standard Met or Standard Exceeded level on the CAST. Overall, in our district, a total of 22.31% of students met or exceeded the standard on the CAST. We scored significantly lower, indicating a need in this area.

6. The 2023-24 grade level common assessments indicated that over 50% of ELs and almost all students with disabilities fell into the standard not met category. This also maintains the 2022-2023 identified need for additional targeted support for our SWD and EL group. Spring 2023 CAASPP data indicated in ELA, SWD are 184.4 points below standard indicating a large performance gap in comparison to the All Students group who is 82.4 points below standard. The largest gap applies in math where our SWD group is 167.7 points below standard and our all students are at 79.7 points below standard.

7. Five year trend data shows that our EL student group population is increasing. Strategies and performance growth is needed for those students who are at a Level 1 or 2 or have been classified as LTELs. Current reclassification data indicates that 4.3% of our students were reclassified this year a decrease of 4% from last year.

Current STAR data for winter of 2023-24: In ELA when compared to the fall 2023-24 3rd-5th grade students fell from 25.2% to 19.7%.

Current STAR data for winter of 2023-24: In math, during winter of 2023-24, students in 1st-5th grades scored 19.6% proficient, which is nearly 5% higher than winter of 2022-23.

During the fall 2024 meeting with the School Site Council, updated data was reviewed. CAASPP official data indicates an increase overall in grades 3-5 in ELA from 24.30% to 25.16% indicating that we are moving in the right direction with our goals and instruction. However, there is still a need to move 74% of the students toward proficiency. In math, the data indicates growth from the previous year as well, from 18.46% to 18.67%. Although there was growth, this data shows that over 81% of our students are not proficient in math. ELPAC data indicates that more students were reclassified and the number of students who regressed in proficiency was reduced. In addition, it was shared that our overall attendance is up 2.28% for this same time last year. In addition, our chronic absentee rates decreased by 18.81% which is in huge part to our efforts around motivating students with individual, schoolwide, and classroom incentives. In addition, teachers have been asked to make one phone call to connect with families on Wednesdays. Actions were discussed and data was shared. The data is showing that the actions are working.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	82.4 points below standard	Decreased -6.6 points
EL	Red	100.7 points below standard	Decreased Significantly -22.8 points
Hisp	Red	86.4 points below standard	Decreased -8.8 points
AA			Less than 11 Students
SED	Red	82.9 points below standard	Decreased -6.8 points
SWD	Red	184.4 points below standard	Decreased Significantly -23.3 points

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Red	79.3 points below standard	Increase 3 points
EL	Red	97.6 points below standard	Increase 3 points
Hisp	Red	83.3 points below standard	Increase 3 points
SED	Red	79.8 points below standard	Increase 3 points
SWD	Red	181.3 points below standard	Increase 3 points

California School Dashboard - Academic Indicator for Mathematics All Students (ALL)

St. Group	Color	DFS/Percentage	Change

St. Group	Color	DFS/Percentage	Change

Metric/Indicator	Baseline	Expected Outcome

Metric/Indicator:
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

Group	Color		Change
All	Yellow	79.7 points below standard	Increased +4.3 points
EL	Orange	89.1 points below standard	Maintained -1.6 points
Hisp	Yellow	81.1 points below standard	Increased +4.2 points
AA			Less than 11 Students
SED	Yellow	80.1 points below standard	Increased +3.8 points
SWD	Red	167.7 points below standard	Decreased -5 points

Expected Outcome:

Group	Color		Change
All	Yellow	76.2 points below standard	Increase 3 points
EL	Yellow	86.0 points below standard	Increase 3 points
Hisp	Green	78.0 points below standard	Increase 3 points
SED	Yellow	77.0 points below standard	Increased 3 points
SWD	Orange	164.6 points below standard	Increased 3 points

Metric/Indicator:
California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5

Baseline:
California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - 16.52%

Expected Outcome:
California Science Test - Percent of Students Who Meet or Exceed Standard
Grade 5 - 20%

Metric/Indicator:
California School Dashboard – English Learner Progress Indicator (ELPI)

Baseline:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	34%	

Expected Outcome:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	36 points above standard	Increase 2 points

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Metric/Indicator:
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

Baseline:
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 4.3%

Expected Outcome:
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.5%

Metric/Indicator:
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results
All Students (ALL)

Baseline:
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.
(Percent of Students who Met or Exceeded Standard)
All Students (ALL) - ELA - 19.38% met/exceeded

Expected Outcome:
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.
(Percent of Students who Met or Exceeded Standard)
All Students (ALL) ELA - 23% met/exceeded

Metric/Indicator	Baseline	Expected Outcome
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Teachers will have opportunities to attend various Professional Development/collaboration opportunities and conferences. They will attend High Impact math training, UDL training, Bridges PD, and follow-up put on by our district TOSA's. In addition, conferences that align with school goals will be attended. At the beginning of the year, teachers will be paid additional time to collaborate around student data and planning. They will plan lessons to meet the needs of students while focusing on strategies around English Learners and Students with Disabilities. Throughout the year, Saturday Professional Development and after-school collaborations are planned for teachers. In addition, grade levels will be provided time to work collaboratively and create SMART goals and assessments, plan effective strategies/lessons, and share data. Teachers will be supplied with materials to use in the classroom to provide these lessons. These materials include, but are not limited to: technology such as headphones, teacher devices, printers, projectors and carts, document cameras, replacement bulbs, adaptors and other technology items as needed. Tier I and Tier II instructional materials such as whiteboards, writing journals, chart paper, markers, magnetic whiteboards, magnetic letters, phonics supplies for centers, writing materials, UFLI supplements, decodables, manipulatives, games and materials to create games along with a variety of intervention classroom supplies for guided reading centers, ELA, ELD, and Math instruction will be purchased. Attendance, SMART Goal data, agendas, and minutes will be used to monitor student growth and progress.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

TOSAS, Administration, Consultant, Academic Coach, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	16000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Salary - PD stipend for teacher trainings
Amount	3757
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes - PD stipend for teacher training/collaboration
Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences for teachers, coaches or admin to support student academic learning.
Amount	9844.24
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Classroom printers, document cameras, student headphones, other technology and instructional supplemental supplies for tier I instruction in ELA/Math and/or tutoring/intersession supplies
Amount	10499.68
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials needed for implementation of PD, materials and supplies needed to supplement during math, ELA, ELD, guided reading and social studies/science instruction
Amount	12000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teacher Classroom Macbooks/Equipment

Amount	1450
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teacher Classroom Macbook Insurance

Strategy/Activity 2

Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Homeless or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. Students who attend reading intervention will be closely monitored through spreadsheets of data - for progress and growth to be exited out of the program or to go through the SST process.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Specific Student Groups: Students scoring intensive in ELA

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Intervention Teacher, Classroom Teachers, Academic Coach, SPED Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	32964.16
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	5.75 hour bilingual para intervention salary
Amount	9462.16

Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	5.75 hour bilingual para fringes
Amount	41316
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention 7 hour paraprofessional
Amount	35293.76
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Intervention 7 hour paraprofessional fringes

Strategy/Activity 3

Students will be provided with online programs that will be purchased to increase scores on Math STAR, ELA STAR and CAASPP. Licenses and subscriptions for supplemental support programs such as Accelerated Reader, UFLI, Scholastic news, Lexia, novel effect will be purchased. Data will be monitored for usage and growth. This data will be used to compare STAR test data for effectiveness.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Librarian, Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	7500

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader program for 1st-5th grade; Novel Effect, Lexia, UFLI, etc.

Strategy/Activity 4

Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State Standards. Attendance data will be used to monitor student participation throughout the year. Opportunities will be provided to our Foster and Homeless, Students with Disabilities and English Learners first in order to provide them with the experiences. Pre and Post field trip assessments will be given to monitor the effectiveness of the trips.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administration, Staff, District Arts Coordinator, and Community

Proposed Expenditures for this Strategy/Activity

Amount	4484
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Enrichment opportunities. The school parent group (PTG) will also assists with field trip funding. The district, grants, and the sites' general fund provide the resources for the enrichment opportunities.

Strategy/Activity 5

Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. Priority will be given to SWD, Homeless/Foster, and English Learners's. Clubs and other after school opportunities for homework help and tutoring will be provided through the district.

English Language newcomers and/or beginners will be provided with additional language development support on Wednesdays after school. Saturday school days will be provided for SWD, Homeless/Foster and English Learners to receive intervention services. Fall STAR data as well as intervention team data will be used to place these students on the list. Attendance will be monitored and progress will be monitored via Winter STAR testing results. Spring STAR and CAASPP data will be used to evaluate the program for effectiveness.

Students to be Served by this Strategy/Activity

X   English Learner

X   Specific Student Groups:
Students scoring in the intensive band on district or grade level common assessments or a 1 or 2 on state testing.

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administration, Staff, Supplemental Services Department

Proposed Expenditures for this Strategy/Activity

Amount	7000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tutoring/intersession/Saturday School opportunities

Amount	2750
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fringes for tutoring, intersession and Saturday School opportunities

Strategy/Activity 6

Saturday school opportunities for English Learners will be provided. They will be selected to attend Saturday school based on last years ELPI. We will prioritize the students who regressed or showed no improvement. Specific ELD strategies will be taught around the four domains (Speaking, Listening, Reading and Writing) ELPAC scores will be used as a measure to see if students improved.

Students to be Served by this Strategy/Activity

	X	English Learner

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administrtion and staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Saturday School opportunities for EL's

Strategy/Activity 7

We will begin a partnership with Solution Tree to provide Professional Development and collaboration time for teachers, TOSA's, and Administrator to improve our PLC practices, learn to properly analyze data, and create rigorous assessments aligned to the claims and targets which will help our students improve on STAR, ELPAC and CAASPP exams. Professional Development will be provided and substitutes will be used to relieve teachers to attend training. SMART Goal Data, STAR Results, and Grade Level ELA and Math Action Plans will be used to analyze the effectiveness of this action.

Students to be Served by this Strategy/Activity

	X	All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administrators, TOSA's, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	65000

Source	CSI Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development and Collaboration with teachers Solution Tree

Amount	25000
Source	CSI Funding
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Sub costs for release time throughout the year for teachers to attend PD with Solution Tree

Amount	4000
Source	CSI Funding
Budget Reference	4000-4999: Books And Supplies
Description	Additional materials, supplies, subscriptions or anything needed to apply the PLC work with Solution Tree

Amount	4000
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional collaboration time for teachers to implement the work from Solution Tree in PLC's

Amount	1500
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fringes for teachers

Strategy/Activity 8

Substitues will be provided for General Education and Special Education teachers to collaborate around student articulation and IEP goals. In addition, TK-1st grade teachers will be provided with substitutes to test their own English Learners. Additional time will be paid for these teachers to do the calibration necessary to be able to give the ELPAC exam. This actions effectiveness will be monitored with student ELPAC growth as compared to prior years data or beginning of the year data.

Students to be Served by this Strategy/Activity

X	English Learner
X	Students with Disabilities

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Teacher, TOSA, Admin

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Substitutes for collaboration/articulation, data planning, ELPAC testing and monitoring progress

Amount	13271
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher collaboration meetings/data planning, articulation, and ELPAC calibration time

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

1. Only 110 families participated in the Panorama Survey despite efforts to encourage parents through digital notices. Increased efforts are needed next year in hopes of obtaining a minimum of 200 survey responses.
2. CCE's Family School Connectedness results indicate a 93% favorable response by parents. This percentage went down 4 percentage points from last year indicating a need to improve. Improving this percentage is important to maintain the connection between home and school for all students.
3. CCE's Family Climate of Support for Academic Learning results indicate a 95% favorable response by parents. This result is the same as last year's result. There is a need to increase the favorable response to 98%.
4. The daily attendance rate dropped from improved from 89.29% to 90.81% this year and the chronic absentee rate decreased from 44% to 39.60% which is still high and indicates a great need for intervention. Efforts, inclusive of a detailed attendance committee plan and ongoing follow-up, must be made to engage students and parents with their students' learning.
5. An increase in participation was noted for SST meetings, IEP meetings, parent conferences, and parent training. Efforts continue to be needed to improve to 92%.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 110 responses to Panorama Survey	Parent Participation in Stakeholder Input Processes - 200 responses to Panorama Survey
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 93% Hispanic (Hisp) Favorable - 95%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 98%

Metric/Indicator	**Baseline**	**Expected Outcome**
African American (AA)	African American (AA) - not reported	African American (AA) - not reported
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% Hispanic (Hisp) - 94% African American (AA) - not reported	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) - not reported
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 91%	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 92%

Planned Strategies/Activities

Strategy/Activity 1

The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate and increase parent engagement.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	Specific Student Groups: Chronically Absent Students

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Community Liaison, Administration

Proposed Expenditures for this Strategy/Activity

Amount	56930
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Community Liaison - Salary

Amount	36146
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Parent Community Liaison - Fringes

Strategy/Activity 2

CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. Materials and supplies including homework folders with a section for flyers and dates as well as a place for communication with teachers will be provided for parents to work with students at home. Materials and supplies will be provided for students to work with their parents and families during long breaks. Parent involvement will be monitored via sign in sheets. A family engagement committee will be formed to create engaging family activities and provide families with resources and tools. Childcare will be provided to encourage families to attend.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administration, Teachers, TOSA, Community Liaison, Parents

Proposed Expenditures for this Strategy/Activity

Amount	4322

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Extra Duty - Salary/hourly
Amount	1253
Source	Title I Part A: Parent Involvement
Budget Reference	3000-3999: Employee Benefits
Description	Teacher Extra Duty - Fringes
Amount	2500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Parent supplies for training
Amount	500
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Childcare for parent events- salary
Amount	150
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	childcare for parent events - fringes
Amount	982
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teacher Extra Duty for parent nights

Strategy/Activity 3

Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. Meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. Substitutes will be provided to give teachers the opportunity to engage with parents and provide them with resources, models, strategies for helping students at home. Logs will be used and monitored. We will begin meeting with the parents of our English Learners, Students with Disabilities, and Homeless/Foster first.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	All
X	Specific Student Groups: Homeless

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administration, Community Liaison, Teachers, parents

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Subs will be provided for teachers when necessary in order to attend parent meetings to discuss student progress and success plans or for Special Education articulation.

Strategy/Activity 4

Cathedral City Elementary will organize and distribute books to students for them to take home and read with their families. This program will begin in Fall 0f 2024 with a grant from Raising a Reader book program for our TK and K students. These books will be used to motivate and encourage parents to read with

their children at home. Materials and supplies will be provided and may need to be replenished as the school year begins. Our librarian will be responsible for checking bags in and out and will provide data to monitor student progress.

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Librarian, Teachers, Community Liaison, Administration, Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Admin, Teachers, Literacy TOSA, Parent community liaison and librarian will assist with coordination.

Strategy/Activity 5

Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.

Students to be Served by this Strategy/Activity

X   Low Income

X   Specific Student Groups:
      Chronically Absent

Timeline

7/1/2024-6/30/25

Person(s) Responsible

PTG Group, CCE Staff, Administration, Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No additional cost to the site's categorical budget.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

CCE students will be provided a positive, safe, and healthy learning environment.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. Our suspension rate on the California dashboard increased from 0.4 % in 2021-22 to 1.7% in the 2022-23 school year. As of April 2024, it has decreased to 4.8% as of May 2024. Although there appears to be a decrease in suspension rate for the 23-24 school year, there there is still a need to continue monitoring and maintain our orange status or improve it.

2. Although our office discipline referrals during 23-24 have decreased by 55 when comparing April 2022-23 to April 2023-24 there is still a need to reduce office discipline referrals. The total number of referrals in 2022-23 was 230. There is a need to decrease that number.

3. Winter of 23-24 results on the Student Climate Survey from Panorama indicated that safety was the least favorable scoring at 58%, increasing 1% from the previous year. This indicates a need in this area.

4. Winter of 23-24 results on the Student Climate Survey from Panorama indicated that the area of knowledge and fairness of discipline, rules, and norms increased by 5% from the 2022-2023 survey. This area is only favorable to 82% of our students. This area continues to be a challenge for our students.

5. The Student SEL Survey from Panorama results indicated that self-efficacy continues to be the lowest scoring area, increasing 4% from last year to 50%, Growth mindset was the highest at 64%. It is evident that students need to see the connection between the two areas. Self-management 60% and grit 61% are the other identified areas of need. This continues to be an area of need even though there were slight increases of 4% and 5% respectively from the previous year.

6. According to the California Dashboard, our all-students group indicates that we fell in the red category in the Chronic Absenteeism Category. This area contributes to our Comprehensive Site Improvement Plan designation. The daily attendance rate slightly increased from 89.29% to 90.81% and the chronic absentee rate has decreased from 45% to 35.60%. Although there was a slight increase in the daily attendance rate and a decrease in chronic absenteeism, efforts are still needed to meet our daily goal of 94% and to reduce our chronic absenteeism by 10%. A committee will work on a detailed attendance plan, including ongoing follow-up, and efforts must be made to engage students and parents with our school community.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome

Student Attendance Rates
All Students (ALL)

Student Attendance Rates
All Students (ALL) - 89.91%

Student Attendance Rates
All Students (ALL) -91.81%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline table:

St. Group	Color	DFS/Percentage	Change
All	Red	38.9% Chronically Absent	Increased Significantly 9.7
EL	Red	32.1% Chronically Absent	Increased Significantly 6.4
Hisp	Red	37.9% Chronically Absent	Increased Significantly 10.1
AA		50% Chronically Absent	Increased 7.1
SED	Red	39.3% Chronically Absent	Increased Significantly 9.9
SWD	Red	45.5% Chronically Absent	Increased 16.5

Expected Outcome table:

St. Group	Color	DFS/Percentage	Change
All	Orange	38.4% Chronically Absent	Declined .5
EL	Orange	29.1% Chronically Absent	Declined .5
Hisp	Orange	34.9% Chronically Absent	Declined .5
AA		47% Chronically Absent	Declined .5
SED	Orange	36.3% Chronically Absent	Declined .5
SWD	Orange	42.5% Chronically Absent	Declined .5

Baseline table:

St. Group	Color	DFS/Percentage	Change
All	Orange	1.7% suspended at least one day	Increased 1.3
EL	Yellow	0.9% suspended at least one day	Increased 0.9
Hisp	Orange	1.5% suspended at least one day	Increased 1.2
AA		13.3% suspended at least one day	Increased 6.2
SED	Orange	1.7% suspended at least one day	Increased 1.3
SWD	Orange	3.5% suspended at least one day	Increased 2.5

Expected Outcome table:

St. Group	Color	DFS/Percentage	Change
All	Green	1.4% suspended at least one day	Declined .3
EL	Green	0.6% suspended at least one day	Declined .3
Hisp	Green	1.2% suspended at least one day	Declined .3
AA		13% suspended at least one day	Declined .3
SED	Yellow	1.4% suspended at least one day	Declined .3
SWD	Yellow	3.2 suspended at least one day	Declined .3

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Panorama Survey - School Safety All students: 68% favorable EL: 68% Hisp: 88%	Panorama Survey - School Safety All students: 72% favorable EL: 72% Hisp: 72%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0 English Learner (EL) - 0 Hispanic (Hisp) - 0 African American (AA) - 0	Expulsion Rates All Students (ALL) - 0 English Learner (EL)- 0 Hispanic (Hisp)- 0 African American (AA)- 0
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 71% favorable EL:71% Hisp:71% African American (AA) - Not reported	Panorama Survey - School Connectedness All Students (ALL) - 75% English Learner (EL) - 75% Hispanic (Hisp) - 75% African American (AA) - Not reported
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 58% EL: 58% Hisp: 58% African American (AA) - Not reported	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 65% African American (AA) - Not reported
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2024-2025 school year. Tier I supports from the counselor in the form of morning meetings will continue to be updated and shared with all teachers. The counselor will plan and promote more college and career readiness activities which can include a career day or by providing other opportunities to visit the middle school and high school for programs. In addition, the MTSS committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety. Staff will attend Conscious Discipline training to create a welcoming environment for all students.

Students to be Served by this Strategy/Activity

<u>X</u>   All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Entire Staff

Proposed Expenditures for this Strategy/Activity

Amount	36000
Source	CSI Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences and training for admin, teachers or counselor to attend to support students Social Emotional needs-conference fees

Amount	15752
Source	CSI Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD stipend for teachers to attend the 5 day training during the summer

Amount	3760
Source	CSI Funding
Budget Reference	3000-3999: Employee Benefits
Description	PD stipend fringes for teachers to attend training during summer

Strategy/Activity 2

CCE will continued to monitor attendance data this year. Community Liaison will reach out to parents and to district support services based on data. (Community Liaison - goal 2). The attendance committee will meet and create the monthly incentives for attendance goals. Data for these incentives will be closely monitored and shared with classroom teachers. Data from attendance reports will be used to acknowledge students during assemblies or monthly activities. Pencils were given to students for perfect attendance each month. Students were recognized for improvement and growth. Competitions between classes for attendance were created, goals were established and prizes were secured for improvements. Classroom magnets for class-perfect attendance were provided. The School Community liaison planned monthly activities before school for students to find prizes.

Students to be Served by this Strategy/Activity

X	All
X	Specific Student Groups: Chronically Absent Students

Timeline

7/1/24 - 6/30/25

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance plan supplies will be purchased to motivate attendance improvement

Strategy/Activity 3

Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. Additional supervision is needed to maintain a safe and healthy environment throughout the day. These actions will be monitored by office referral and suspension data.

Students to be Served by this Strategy/Activity

X	All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Recess Coach, Supervision Aides, Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Amount	20899
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Additional supervision aide time is needed before school and during lunch to implement the program and a closed campus. Two 2.75 hour and one 3.25 hour supervision aides - salaries
Amount	5723
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Additional supervision aide time is needed before school to implement the program. Two 2.75 hour and one 3.25 hour supervision aides - fringes

Strategy/Activity 4

Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor gathers data and monitors participation and rewards for these activities. Counselor will work with teachers to reduce problem behavior by modifying the classroom learning environment. This will include but not limited to safe spaces or calm corners and materials for that along with adding bulletin boards that promote healthy responses and habits such as self regulation strategies and kindness will be provided. Calming corner spaces will be used in every classroom along with other books and resources that help change the classroom learning environment.

Students to be Served by this Strategy/Activity

	X	All

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Administration, Librarian, Staff, classroom teachers, counselor

Proposed Expenditures for this Strategy/Activity

Amount	8418
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials such as posters, books, games and other resources with strategies and for calming techniques will be provided for all classroom teachers to help students regulate and be successful in the classroom. These materials help support SEL.

Strategy/Activity 5

CCE will draw on relationships with professional colleagues and students' families for continued guidance and support. Mental Health support will be provided for students and families as a resource to improve chronic attendance and suspension rates (behavior). Student attendance, behavior data and progress monitoring will be closely monitored by the MTSS team which includes administrators, counselor and intervention team. Student progress will be monitored via the SST process.

Students to be Served by this Strategy/Activity

	X	English Learner
	X	Foster Youth
	X	Low Income
	X	Students with Disabilities

Timeline

7/1/2024-6/30/25

Person(s) Responsible

Admin, Mental Health Therapist

Proposed Expenditures for this Strategy/Activity

Amount	21500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Mental Health services

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials.	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$149,829
Total Federal Funds Provided to the School from the LEA for CSI	$155,012
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$538,927.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	146,944	0.00
Title I Part A: Parent Involvement	2,885	0.00
LCFF	234,086	0.00
CSI Funding	155,012	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI Funding	$155,012.00
Title I	$146,944.00
Title I Part A: Parent Involvement	$2,885.00

Subtotal of additional federal funds included for this school: $304,841.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00

| LCFF | $234,086.00 |

Subtotal of state or local funds included for this school: $234,086.00

Total of federal, state, and/or local funds for this school: $538,927.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
CSI Funding	155,012.00
LCFF	234,086.00
Title I	146,944.00
Title I Part A: Parent Involvement	2,885.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	88,077.00
2000-2999: Classified Personnel Salaries	152,759.16
3000-3999: Employee Benefits	95,394.92
4000-4999: Books And Supplies	52,261.92
5000-5999: Services And Other Operating Expenditures	51,434.00
5700-5799: Transfers Of Direct Costs	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	65,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	CSI Funding	21,252.00
3000-3999: Employee Benefits	CSI Funding	3,760.00
4000-4999: Books And Supplies	CSI Funding	4,000.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	36,000.00
5700-5799: Transfers Of Direct Costs	CSI Funding	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	65,000.00
2000-2999: Classified Personnel Salaries	LCFF	119,145.00
3000-3999: Employee Benefits	LCFF	77,162.76
4000-4999: Books And Supplies	LCFF	26,844.24
5000-5999: Services And Other Operating Expenditures	LCFF	5,934.00
5700-5799: Transfers Of Direct Costs	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	65,843.00
2000-2999: Classified Personnel Salaries	Title I	32,964.16
3000-3999: Employee Benefits	Title I	13,219.16
4000-4999: Books And Supplies	Title I	21,417.68
5000-5999: Services And Other Operating Expenditures	Title I	9,500.00
5700-5799: Transfers Of Direct Costs	Title I	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	982.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	650.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	1,253.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brenda Santana	X				
Tiffany Silva (Cobb)		X			
Tracy Darrin		X			
Rosalind Orduno		X			
Cynthia Gutierrez			X		
Aratzi Pineda				X	
Lourdes Carvajal				X	
Melanie Arellano				X	
Maria Trujillo				X	
Mariana Frias				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Mary Krok	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/22/24.

Attested:

Brenda Santana	Principal, Brenda Santana on 10/31/24
Tracy Darrin	SSC Chairperson, Tracy Darrin on 10/31/24

Title I and LCFF Funded Program Evaluation

Goal #1:
CCE will increase academic achievement through best first tier I instruction and academic interventions.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:	What is not working and why? (Ineffective indicators) Specific evidence/indicators showing that this activity or strategy is not working, including:	Modification(s) based on evaluation results Continue or discontinue and why?
Teachers will have opportunities to attend various Professional Development/collaboration opportunities and conferences. They will attend High Impact math training, UDL training, Bridges PD, and follow-up put on by our district TOSA's. In addition, conferences that align with school goals will be attended. At the beginning of the year, teachers will be paid additional time to collaborate around student data and planning. They will plan lessons to meet the needs of students while focusing on strategies around English Learners and Students with Disabilities. Throughout the year, Saturday Professional Development and after-school collaborations are planned for teachers. In addition, grade levels will be provided time to work collaboratively and create SMART goals and assessments, plan effective strategies/lessons, and share data. Teachers will be supplied with materials to use in the classroom to provide these lessons. These materials include, but are not limited to: technology such as headphones, teacher devices, printers, projectors and carts, document cameras, replacement bulbs, adaptors and other technology items as needed. Tier I and Tier II instructional materials such as whiteboards, writing journals, chart paper, markers, magnetic whiteboards, magnetic letters, phonics supplies for centers, writing materials, UFLI supplements, decodables, manipulatives, games and materials to create games along			

with a variety of intervention classroom supplies for guided reading centers, ELA, ELD, and Math instruction will be purchased. Attendance, SMART Goal data, agendas, and minutes will be used to monitor student growth and progress.			
Students scoring at the intensive level in reading will be provided guided reading support with priority given to ELs scoring intensive. Priority will be given to students who are Homeless or English Learners students. A master schedule will be created to allow SWD to also receive their pull-out services during this time to avoid missing core instruction. Students who attend reading intervention will be closely monitored through spreadsheets of data - for progress and growth to be exited out of the program or to go through the SST process.			
Students will be provided with online programs that will be purchased to increase scores on Math STAR, ELA STAR and CAASPP. Licenses and subscriptions for supplemental support programs such as Accelerated Reader, UFLI, Scholastic news, Lexia, novel effect will be purchased. Data will be monitored for usage and growth. This data will be used to compare STAR test data for effectiveness.			
Students will participate in enrichment opportunities during the school day and after school offered by the community and school district such as field trips, Red Hot Ballroom, the 5th Grade McCallum Project, 2nd & 3rd grade art classes, Ukulele, Think Together Program, Digicom Club, and Steinway assemblies. Field trip enrichment experiences will be provided to enhance the district adopted curriculum and directly relate to California State Standards. Attendance data will be used to monitor student participation throughout the year. Opportunities will be provided to our Foster and Homeless, Students with Disabilities and English Learners first in order to provide them with the experiences. Pre and Post field trip assessments will be given to monitor the effectiveness of the trips.			

Before or After School tutoring will be provided for at-risk students based on CAASPP and/or common assessment results. Priority will be given to SWD, Homeless/Foster, and English Learners's. Clubs and other after school opportunities for homework help and tutoring will be provided through the district. English Language newcomers and/or beginners will be provided with additional language development support on Wednesdays after school. Saturday school days will be provided for SWD, Homeless/Foster and English Learners to receive intervention services. Fall STAR data as well as intervention team data will be used to place these students on the list. Attendance will be monitored and progress will be monitored via Winter STAR testing results. Spring STAR and CAASPP data will be used to evaluate the program for effectiveness.			
Saturday school opportunities for English Learners will be provided. They will be selected to attend Saturday school based on last years ELPI. We will prioritize the students who regressed or showed no improvement. Specific ELD strategies will be taught around the four domains (Speaking, Listening, Reading and Writing) ELPAC scores will be used as a measure to see if students improved.			
We will begin a partnership with Solution Tree to provide Professional Development and collaboration time for teachers, TOSA's, and Administrator to improve our PLC practices, learn to properly analyze data, and create rigorous assessments aligned to the claims and targets which will help our students improve on STAR, ELPAC and CAASPP exams. Professional Development will be provided and substitutes will be used to relieve teachers to attend training. SMART Goal Data, STAR Results, and Grade Level ELA and Math Action Plans will be used to analyze the effectiveness of this action.			
Substitues will be provided for General Education and Special Education teachers to collaborate around student articulation and IEP			

goals. In addition, TK-1st grade teachers will be provided with substitutes to test their own English Learners. Additional time will be paid for these teachers to do the calibration necessary to be able to give the ELPAC exam. This actions effectiveness will be monitored with student ELPAC growth as compared to prior years data or beginning of the year data.

Goal #2:

Cathedral City Elementary will provide opportunities for the community and families to build a partnership with the school. CCE will target a 90% or greater parent attendance rate at conferences, Back to School Night, and student intervention meetings to ensure parents are informed and involved in their child's academic progress.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
The school will provide a Parent Community Liaison to help plan and promote parent involvement. This position will assist families with any necessary resources and communicate with parents regarding students' attendance & ELL levels. Specifically, the community liaison will work collaboratively with the administration and the district to collect data to target/minimize our chronic absentee rate and increase parent engagement.			
CCES will provide parent training to help educate parents about the Common Core Standards and ways to help their children at home. Materials and supplies including homework folders with a section for flyers and dates as well as a place for communication with teachers will be provided for parents to work with students at home. Materials and supplies will be provided for students to work with their parents and families during long breaks. Parent involvement will be monitored via sign in sheets. A family engagement committee will be formed to create engaging family activities and provide families with resources and tools. Childcare will be provided to encourage families to attend.			

Regular parent meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and parent conferences. Meetings will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist students at home. Substitutes will be provided to give teachers the opportunity to engage with parents and provide them with resources, models, strategies for helping students at home. Logs will be used and monitored. We will begin meeting with the parents of our English Learners, Students with Disabilities, and Homeless/Foster first.			
Cathedral City Elementary will organize and distribute books to students for them to take home and read with their families. This program will begin in Fall 0f 2024 with a grant from Raising a Reader book program for our TK and K students. These books will be used to motivate and encourage parents to read with their children at home. Materials and supplies will be provided and may need to be replenished as the school year begins. Our librarian will be responsible for checking bags in and out and will provide data to monitor student progress.			
Cathedral City Elementary will work collaboratively with the Parent Teacher Group (PTG) in planning and hosting events such as the annual Fall Festival and Cinco de Mayo Festival. Proceeds from the events will benefit school field trips, attendance incentives, and instructional supplies.			

Goal #3:

CCE students will be provided a positive, safe, and healthy learning environment.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) _Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:_	What is not working and why? (Ineffective indicators) _Specific evidence/indicators showing that this activity or strategy is not working, including:_	Modification(s) based on evaluation results _Continue or discontinue and why?_

Cathedral City Elementary will implement Tier I Programs to support safety and the social-emotional needs of all students. Programs include: PBIS strategies, Red Ribbon Week, Second Step Bullying, Suicide Prevention (5th grade), and Substance Abuse Prevention (4th). The school counselor will deliver lessons on goal setting to target student understanding of self-efficacy and the connection to growth mindset. These lessons will occur in all 3rd-5th grade classrooms during the 1st trimester of the 2024-2025 school year. Tier I supports from the counselor in the form of morning meetings will continue to be updated and shared with all teachers. The counselor will plan and promote more college and career readiness activities which can include a career day or by providing other opportunities to visit the middle school and high school for programs. In addition, the MTSS committee will continue monitoring data and looking at improvements to support the school-wide system of Tier I behavior expectations and Tier II systems and interventions to promote student safety. Staff will attend Conscious Discipline training to create a welcoming environment for all students.			
CCE will continued to monitor attendance data this year. Community Liaison will reach out to parents and to district support services based on data. (Community Liaison - goal 2). The attendance committee will meet and create the monthly incentives for attendance goals. Data for these incentives will be closely monitored and shared with classroom teachers. Data from attendance reports will be used to acknowledge students during assemblies or monthly activities. Pencils were given to students for perfect attendance each month. Students were recognized for improvement and growth. Competitions between classes for attendance were created, goals were established and prizes were secured for improvements. Classroom magnets for class-perfect attendance were provided. The School Community liaison			

planned monthly activities before school for students to find prizes.			
Cathedral City Elementary implements the Playworks Recess Program which promotes healthy activity, healthy communication, respect, and inclusion resulting in diminished student conflict. Additional supervision is needed to maintain a safe and healthy environment throughout the day. These actions will be monitored by office referral and suspension data.			
Cathedral City Elementary will promote a bully-free environment through Second Step Bullying Curriculum, Common Sense Media Lessons, and the Sprigeo program which allows students to anonymously report bullying. CCE will also participate in the Bully Prevention week (October) and Great Kindness Challenge week (January). Counselor gathers data and monitors participation and rewards for these activities. Counselor will work with teachers to reduce problem behavior by modifying the classroom learning environment. This will include but not limited to safe spaces or calm corners and materials for that along with adding bulletin boards that promote healthy responses and habits such as self regulation strategies and kindness will be provided. Calming corner spaces will be used in every classroom along with other books and resources that help change the classroom learning environment.			
CCE will draw on relationships with professional colleagues and students' families for continued guidance and support. Mental Health support will be provided for students and families as a resource to improve chronic attendance and suspension rates (behavior). Student attendance, behavior data and progress monitoring will be closely monitored by the MTSS team which includes administrators, counselor and intervention team. Student progress will be monitored via the SST process.			

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

  B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

      i.   strengthen the academic program in the school,

      ii.   increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

  c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i.   strategies to improve students' skills outside the academic subject areas;

      ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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